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ABSTRACT

In the conviction that oral/aural skills are a key element in language mastery, this booklet is intended to provide teachers with graded exercises for developing these skills in students from kindergarten to grade eight. The exercises are intended for practice in rapid listening training, and provide examples for teachers to expand and adapt according to circumstances. Sections dealing with memory, sequencing, discrimination, association, and closure are organized to present exercises of graded difficulty (not corresponding to grade levels). The exercises provide material for individual and small group work at different levels of difficulty, as well as whole-class activities. Complete exercises, including line drawings for classroom use, are included. (Author/DF)

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Listening/Speaking Skills Booklet

Kindergarten to Grade Eight

London Board of Education
Ontario

1978

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PREFACE

This book is designed for classroom teachers. The activities are arranged in sequential order and it is important that this order be followed in the development of listening and oral language skills.

The rationale supports the basic philosophy that language is the essential element of learning.

The activities were developed by the speech and language teachers under the direction of the consultant as an outgrowth of the numerous requests by regular class teachers for practical suggestions for classroom use.

Because of its close relationship with the new English minimum core curriculum, this document was field tested in the 1977-78 school year and revised by the original committee with the help of Robin Dearing, Oral Communications Consultant; Pat Fawcett, Area Learning Resource Teacher; and Malcolm Stanley, Coordinator of English.

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FOREWORD

The need to embark on a systematic program of listening skill training is receiving a new emphasis in Ministry guidelines and in professional literature dealing with language acquisition. Research findings encourage us to believe that listening skills can be taught and that such training is transferred to the learning process.

This booklet is a timely and welcome addition to the support material accompanying the English minimum core document. It is obvious that it represents hundreds of hours of work. I want to express the thanks of an indebted system to Rhea Stewart and her committee of ten teachers who have made this valuable information available to us.



R. T. Macaulay
Superintendent of Program

INTRODUCTION

The Listening Speaking Skills Booklet is intended to provide teachers with graded exercises for the development of oral/aural skills, latterly perceived as a key element in the language mastery process.

Teachers will be encouraged to know that recent research provides clear evidence that listening training pays off handsomely in the improvement of other language skills (e.g. reading) and even general learning ability.

These exercises do not constitute a program designed to inculcate all of the core skills. There are, for example, no stories to use for identifying main idea or predicting outcomes, or for working on inferential listening. The exercises are much more specific, and lend themselves to rapid listening training practice. They provide examples for teachers to expand and adapt according to circumstances.

Organization and structure

Sections dealing with memory, sequencing, discrimination, etc., are organized to present exercises of graded difficulty. The levels of difficulty, however, do not correspond to grade levels. Teachers will soon recognize that in any one class there will be a wide range of abilities in listening, as in reading or other curriculum areas. It is the hope of the committee that the vast array of exercises presented will provide ample material for individual and small-group work at different levels of difficulty, as well as whole-class activities, when those seem appropriate.

A note of caution

These exercises are for ORAL/AURAL training and should not be used as written exercises or for seat work.

Malcolm Stanley
Co-ordinator of English

TABLE OF CONTENTS

Preface		
Foreword		
Introduction		
		<u>Page</u>
Chapter 1	Auditory Memory	1
Chapter 2	Auditory Sequencing	17
	2.1 Sounds in the Environment	17
	2.2 Number Sequencing	17
	2.3 Letter Sequencing	17
	2.4 Word Sequencing	18
	2.5 Sentence Sequencing	18
	2.6 Following Directions	19
	2.7 Songs and Rhythms	21
	2.8 Missing Items in a Sequence	21
	2.9 Other Ideas	23
Chapter 3	Auditory Discrimination	24
	3.1 Environmental Sounds	24
	3.2 Physical Characteristics of Sound	25
	3.3 Discrimination of Sounds (Same - different)	25
	3.4 Discrimination of Beginning Sounds	27
	3.5 Discrimination of Final Sounds	31
	3.6 Discrimination of Middle Sounds	34
	3.7 Discrimination of Rhyming Words	38
	3.8 Discrimination of Mixed Changes	39
Chapter 4	Auditory Association	41
	4.1 Differences	41
	4.2 Likenesses	50
	4.3 Matching	61
	4.4 Categorization and Classification	65
	4.5 Problem Solving	76
Chapter 5	Grammatic Closure	96
	5.1 Vocabulary Development	97
	5.2 Completion of Words	101
	5.3 Completion of Sentences	107

	<u>Page</u>
Chapter 5	
(Cont'd)	
5.4 Negation	120
5.5 Completion of Stories	124
5.6 Opposites	127
5.7 Singulars and Plurals	131
References	

CHAPTER ONE

AUDITORY MEMORY - SHORT-TERM

Definition: The ability to remember what one hears.

First Level

The following activities are prerequisite to the DLM Auditory Memory Tapes:

- 1 (a) Using a box of objects the child can identify, such as toys, clothes, household articles, pencils, books, crayons, ask the child to do the following:
 - Find the car.
 - Find the pencil.
 - etc.
- 1 (b)
 - Touch your nose,
 - Touch your chin;
 - That's the way this game begins.
 - Touch your eyes,
 - Touch your knees;
 - Now pretend you're going to sneeze. (Finger under nose.)
 - Touch your hair,
 - Touch one ear;
 - Touch your two red lips right here.
 - Touch your elbows where they bend;
 - That's the way this touch game ends.

Tune: Mary Had a Little Lamb.
 Put your finger on your head,
 On your head, on your head,
 Put your finger on your head.
 Put it there right now.

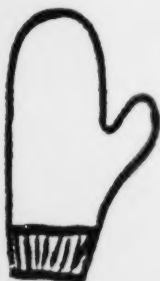
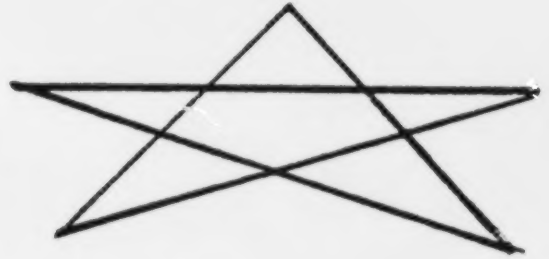
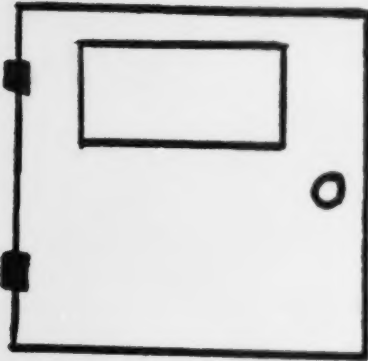
Repeat substituting the following phrases for, "on your head".

on your eye	on your ear	on your knee
on your nose	on your neck	on your ankle
on your mouth	on your leg	on your foot

- 1 (c) Using the ditto of picture number one, give the following instructions:
 - Pick up your crayon or (pencil). Listen while I tell you what to do:
 - Put a mark on the star.
 - Put a mark on the chair.
 - Put a mark on the tree.
 - Put a mark on the cat.

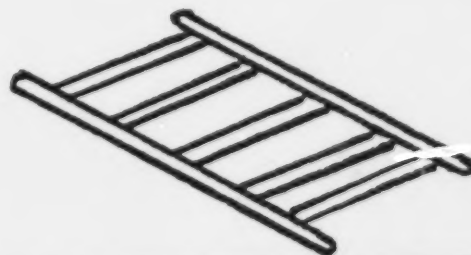
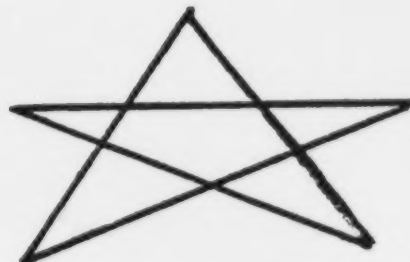
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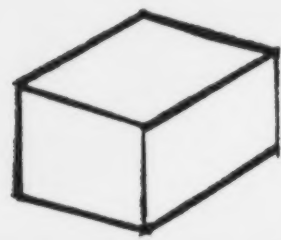
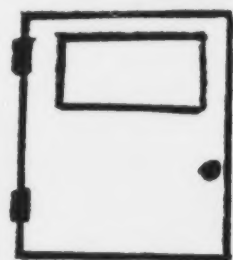
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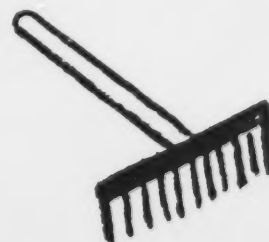
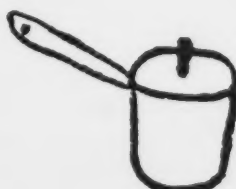
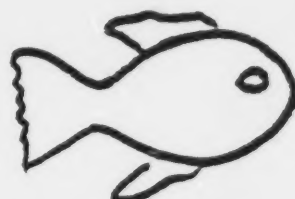
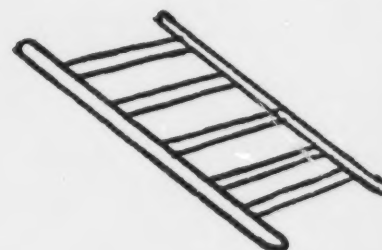
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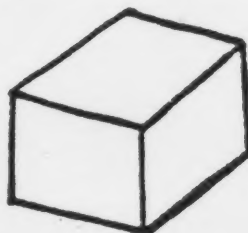
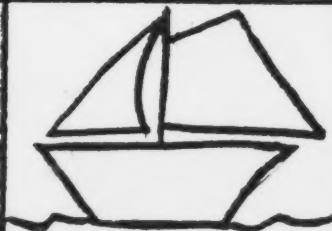
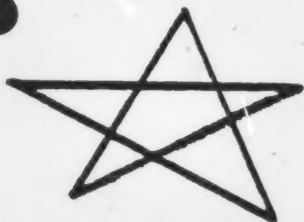
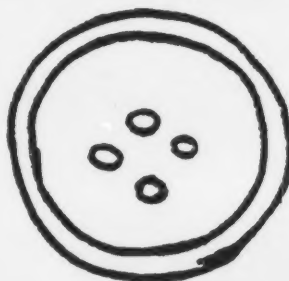
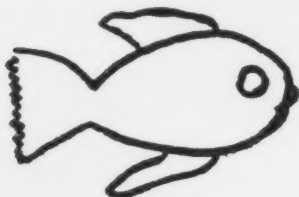
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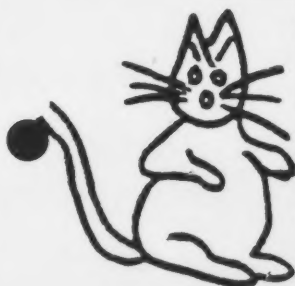
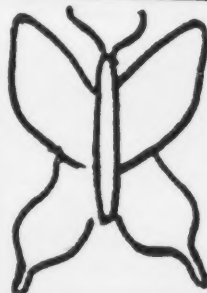
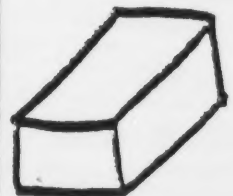
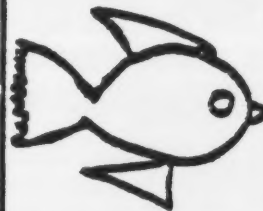
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Number Six

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Second Level

- 2 (a) Using the same objects as lesson 1, add the following instruction:
- Put the car in the box.
Put the pencil on the desk.
Put the spoon on the table.
- 2 (b) Using similar objects and adding colour.
- Put the red car in the box.
Put the yellow car on the table.
Put the green block on the floor.
- 2 (c) Using the ditto number two give the following instructions.
"Today listen for two things: the crayon you are to use and what you are to mark. Are you ready? Let's begin on the first time."
- Pick up your red crayon, put a mark on the cat.
Pick up your green crayon, put a mark on the star.
Pick up your blue crayon, put a mark on the apple.
Pick up your yellow crayon, put a mark on the leaf.
Pick up your brown crayon, put a mark on the sock.

Third Level

- 3 (a) Using two objects at a time from the box of objects used in lesson 1(a), give the following instructions: "I am going to say the names of two things. Then I will ask you to find one of them. Let's begin:"
- car, pencil. Find the one I said last.
block, spoon. Find the one I said first.
crayon, book. Find the one I said first.
mitt, comb. Find the one I said last.
- 3 (b) Using the ditto number three, give the following instructions:
"Pick up your red crayon. Look at the first row of pictures. I am going to say the names of these pictures. Listen carefully because I might not say them in the order you see them. Are you ready? Let's begin."
- mitt, door. Make a red mark on the picture I said last.
cup, sun. Make a red mark on the picture I said last.
apple, block. Make a red mark on the picture I said first.
glass, hand. Make a red mark on the picture I said last.
star, tree. Make a red mark on the picture I said first.
- 3 (c) 2(b) can be repeated by using the same colour of crayon, the same spatial concept but a different kind of mark.
Proceed as follows:
- mitt, door. Put a red triangle on the one I said last.
sun, cup. Put a red triangle on the one I said first.
apple, box. Put a red triangle on the one I said last.

hand, glass. Put a red triangle on the one I said first.

Variations can be used by changing the colour, or changing the mark, or changing the spatial concept or any combination of them.

- 3 (d) Using the same mark and the same spatial concept but changing the colour each time, proceed as follows:

mitt, door. Put a blue circle beside the one I said first.
 sun, cup. Put a purple circle beside the one I said last.
 box, apple. Put a brown circle beside the one I said last.
 glass, hand. Put a black circle beside the one I said first.
 tree, star. Put a yellow circle beside the one I said first.

- 3 (e) Using the same coloured crayon and the same kind of mark but changing the spatial concept proceed as follows:

mitt, door. Put a red circle on the one I said first.
 cup, sun. Put a red circle beside the one I said last.
 box, apple. Put a red circle under the one I said last.
 hand, glass. Put a red circle above the one I said first.
 star, tree. Put a red circle around the one I said first.

- 3 (f) Using the same coloured crayon and the same spatial concept but changing the kind of mark, proceed as follows:

door, mitt. Put a red triangle on the one I said last.
 sun, cup. Put a red square on the one I said last.
 apple, box. Put a red circle on the one I said first.
 hand, glass. Put a red line on the one I said last.
 tree, star. Put a red diamond on the one I said first.

- 3 (g) Using the same coloured crayon but changing the kind of mark and changing the spatial concept, proceed as follows:

mitt, door. Put a red circle on the one I said last.
 sun, cup. Put a red triangle beside the one I said first.
 apple, box. Put a red line under the one I said last.
 glass, hand. Put a red square above the one I said first.
 tree, star. Put a red circle around the one I said first.

- 3 (h) In this variation, the crayon colour, the spatial concept and the kind of mark are changed each time. Proceed as follows:

mitt, door. Put a yellow circle around the one I said last.
 sun, cup. Put a red triangle on the one I said first.
 apple, box. Put a blue line above the one I said last.
 glass, hand. Put a brown square beside the one I said first.
 tree, star. Put a purple circle under the one I said first.

- 3 (i) Using ditto number 3 replace the word "last" with the new concept "SECOND" and repeat all of Lesson 3 plus the variations.

Fourth Level

Concept: (First, Second, Last), (First, Second, Third)

- 4 (a) Using 3 objects at a time, give the following instructions:
 "I am going to say the names of three things. Then I will ask you to find one of them. Let's begin."
 block, car, pencil. Find the one I said first.
 spoon, crayon, book. Find the one I said last.
 mitt, comb, hat. Find the one I said second.
- 4 (b) Using the ditto number four give the following instructions:
 "Pick up your blue crayon. Look at the first row of pictures. I am going to say the names of these pictures. Listen carefully because I might not say them in the order you see them. Are you ready? Let's begin."
 hat, pail, leaf. Put a blue circle around the picture I said first.
 ladder, cat, sock. Put a blue circle around the picture I said second.
 nail, fish, lamp. Put a blue circle around the picture I said last.
 lock, candle, kite. Put a blue circle around the picture I said last.
 rake, pot, flower. Put a blue circle around the picture I said second.
- 4 (c) Repeat 4(b) changing only the colour and kind of mark used. Proceed as follows:
 leaf, pail, hat. Put a red line under the picture I said last.
 sock, ladder, cat. Put a red line under the picture I said first.
 nail, fish, lamp. Put a red line under the picture I said second.
 lock, candle, kite. Put a red line under the picture I said first.
 rake, flower, pot. Put a red line under the picture I said second.
- 4 (d) Using the same mark and the same spatial concept but changing the colour each time, proceed as follows:
 pail, leaf, hat. Put a blue circle beside the one I said last.
 sock, cat, ladder. Put a purple circle beside the one I said second.
 fish, lamp, nail. Put a brown circle beside the one I said second.
 kite, candle, lock. Put a black circle beside the one I said first.
 flower, pot, rake. Put a yellow circle beside the one I said second.
- 4 (e) Using the same coloured crayon and the same kind of mark but changing the spatial concept, proceed as follows:
 hat, leaf, pail. Put a red circle on the one I said last.
 ladder, cat, sock. Put a red circle beside the one I said first.
 Lamp, nail, fish. Put a red circle under the one I said second.
 candle, kite, lock. Put a red circle above the one I said last.
 rake, flower, pot. Put a red circle around the one I said second.

- 4 (f) Using the same coloured crayon and the same spatial concept but changing the kind of mark, proceed as follows:
 leaf, pail, hat. Put a red triangle on the one I said first.
 sock, hat, ladder. Put a red square on the one I said second.
 fish, lamp, nail. Put a red circle on the one I said first.
 candle, lock, kite. Put a red line on the one I said second.
 pot, flower, rake. Put a red diamond on the one I said last.
- 4 (g) Using the same coloured crayon but changing the kind of mark and changing the spatial concept, proceed as follows:
 leaf, pail, hat. Put a red circle on the one I said second.
 sock, ladder, cat. Put a red triangle beside the one I said first.
 nail, fish, lamp. Put a red line under the one I said second.
 lock, candle, kite. Put a red square above the one I said last.
 rake, flower, pot. Put a red circle around the one I said second.
- 4 (h) In this variation the crayon colour, the spatial concept and the kind of mark are changed each time. Proceed as follows:
 hat, pail, leaf. Put a yellow circle around the one I said last.
 sock, ladder, cat. Put a red triangle on the one I said first.
 fish, lamp, nail. Put a blue line above the one I said second.
 lock, kite, candle. Put a brown square beside the one I said last.
 rake, pot, flower. Put a purple circle under the one I said second.
- 4 (i) Using the ditto number four replace the word "last" with the new concept "THIRD" and repeat all of Lesson 4 and the variations.

Fifth Level

Concept: (First, Second, Third, Last), (First, Second, Third, Fourth)

- 5 (a) Using 4 objects at a time give the following instructions: "I am going to say the names of four things. Then I will ask you to find one of them. Let's begin."
 spoon, block, car, pencil. Find the one I said second.
 crayon, book, mitt, comb. Find the one I said last.
 hat, car, book, pencil. Find the one I said third.
 car, crayon, comb, block. Find the one I said first.
- 5 (b) Using the ditto number five give the following instructions:
 "pick up your purple crayon. Look at the first row of pictures. I am going to say the names of these pictures. Listen carefully because I might not say them in the order you see them. Are you ready? Let's begin."

lamp, sock, cat, apple. Put a purple triangle on the picture I said second.
 cup, umbrella, button, fish. Put a purple triangle on picture I said first.
 candle, key, snake, star. Put a purple triangle on the picture I said third.
 pumpkin, block, boat, kite. Put a purple triangle on the picture I said last.
 flower, house, pail, chair. Put a purple triangle on the picture I said third.

- 5 (c) Repeat 5(b) changing only the colour and kind of mark to be used. Proceed as follows:

apple, lamp, cat, sock. Put a yellow line under the one I said first.
 cup, button, fish, umbrella. Put a yellow line under the one I said last.
 snake, candle, star, key. Put a yellow line under the one I said third.
 kite, boat, pumpkin, box. Put a yellow line under the one I said second.
 chair, pail, house, flower. Put a yellow line under the one I said third.

- 5 (d) Using the same mark and the same spatial concept but changing the colour each time, proceed as follows:

lamp, cat, sock, apple. Put a blue circle beside the one I said second.
 umbrella, fish, button, cup. Put a purple circle beside the one I said third.
 key, candle, star, snake. Put a brown circle beside the one I said first.
 pumpkin, box, kite, boat. Put a black circle beside the one I said last.
 chair, house, pail, flower. Put a yellow circle beside the one I said third.

- 5 (e) Using the same coloured crayon and the same kind of mark but changing the spatial concept, proceed as follows:

sock, lamp, cat, apple. Put a red circle on the one I said second.
 button, cup, umbrella, fish. Put a red circle beside the one I said last.
 key, candle, star, snake. Put a red circle under the one I said second.
 kite, boat, pumpkin, box. Put a red circle above the one I said first.
 flower, house, pail, chair. Put a red circle around the one I said third.

- 5 (f) Using the same coloured crayon and the same spatial concept but changing the kind of mark, proceed as follows:

sock, apple, cat, lamp. Put a blue triangle beside the one I said first.
 button, umbrella, cup, fish. Put a blue square beside the one I said third.
 key, snake, star, candle. Put a blue circle beside the one I said second.
 boat, pumpkin, kite, box. Put a blue line beside the one I said last.
 chair, house, flower, pail. Put a blue square beside the one I said third.

- 5 (g) Using the same coloured crayon but changing the kind of mark and changing the spatial concept, proceed as follows:

lamp, cat, apple, sock. Put a green circle on the one I said first.
 fish, cup, umbrella, button. Put a green triangle beside the one I said second.
 candle, star, snake, key. Put a green line under the one I said third.
 box, kite, pumpkin, boat. Put a green square above the one I said third.
 pail, flower, house, chair. Put a green circle around the one I said last.

- 5 (h) In this variation the crayon colour, the spatial concept and the kind of mark are changed each time. Proceed as follows:

cat, apple, lamp, sock. Put a purple square under the one I said second.
 umbrella, cup, fish, button. Put a yellow circle around the one I said third.
 star, key, candle, snake. Put a blue line beside the one I said second.
 boat, pumpkin, box, kite. Put a green square on the one I said last.
 chair, flower, pail, house. Put a red triangle above the one I said first.

- 5 (i) Using the ditto number five, replace the word "last" with the new concept "FOURTH" and repeat all of Lesson 5 and the variations.

Sixth Level

Concept: (First, Second, Third, Fourth, Last)
 (First, Second, Third, Fourth, Fifth)

- 6 (a) Using 5 objects at a time give the following instructions:
 I am going to say the names of five things. Then I will
 ask you to find one of them. Let's begin.

pencil, car, mitt, comb, book. Find the one I said second.
 hat, crayon, comb, block, pencil. Find the one I said last.
 block, spoon, car, mitt, comb. Find the one I said third.
 comb, pencil, mitt, block, hat. Find the one I said first.
 car, mitt, crayon, pencil, spoon. Find the one I said fourth.

- 6 (b) Using the ditto number six, give the following instructions:
 "Pick up your orange crayon. Look at the first row of pictures.
 I am going to say the names of these pictures. Listen carefully
 because I might not say them in the order you see them. Are you
 ready? Let's begin."

sock, hand, cup, snake, star. Put an orange line under the
 picture I said first.
 hat, fish, balloon, rug, umbrella. Put an orange line under
 the picture I said fourth.
 kite, ball, box, key, mitt. Put an orange line under the
 picture I said third.
 house, apple, car, butterfly, rake. Put an orange line under
 the picture I said last.
 ladder, boat, bell, brush, cat. Put an orange line under the
 picture I said second.

- 6 (c) Repeat 6(b) changing only the colour and kind of mark used.
 Proceed as follows:

snake, star, hand, sock, cup. Put a green square around the
 one I said last.
 rug, fish, balloon, umbrella, hat. Put a green square around
 the one I said second.
 mitt, key, kite, baseball, box. Put a green square around the
 one I said fourth.
 truck, rake, butterfly, apple, house. Put a green square around
 the one I said first.
 boat, brush, bell, cat, ladder. Put a green square around
 the one I said third.

- 6 (d) Using the same mark and the same spatial concept but changing
 the colour each time, proceed as follows:

cup, sock, hand, star, snake. Put a yellow square on the one
 I said third.
 hat, umbrella, balloon, rug, fish. Put a blue square on the
 one I said last.
 box, baseball, kite, key, mitt. Put a red square on the one
 I said fourth.
 house, apple, butterfly, rake, truck. Put a black square on
 the one I said second.
 ladder, cat, bell, brush, boat. Put an orange square on the
 one I said first.

- 6 (e) Using the same coloured crayon and the same kind of mark but changing the spatial concept, proceed as follows:
- cup, hand, snake, star, sock. Put a blue triangle on the one I said fourth.
- hat, fish, balloon, rug, umbrella. Put a blue triangle under the one I said last.
- baseball, mitt, key, kite, box. Put a blue triangle beside the one I said second.
- house, apple, butterfly, rake, truck. Put a blue triangle above the one I said first.
- ladder, brush, cat, bell, boat. Put a blue triangle around the one I said third.
- 6 (f) Using the same coloured crayon and the same spatial concept but changing the kind of mark, proceed as follows:
- snake, star, sock, hand, cup. Put a green circle under the one I said first.
- umbrella, rug, balloon, fish, hat. Put a green square under the one I said third.
- box, kite, key, mitt, baseball. Put a green line under the one I said second.
- truck, rake, butterfly, apple, house. Put a green triangle under the one I said third.
- boat, bell, cat, brush, ladder. Put a green square under the one I said fourth.
- 6 (g) Using the same coloured crayon but changing the kind of mark and changing the spatial concept, proceed as follows:
- hand, sock, snake, cup, star. Put a yellow circle on the one I said first.
- hat, umbrella, balloon, rug, fish. Put a yellow triangle beside the one I said fourth.
- baseball, key, box, mitt, kite. Put a yellow line under the one I said last.
- house, butterfly, rake, apple, truck. Put a yellow square above the one I said third.
- ladder, brush, boat, bell, cat. Put a yellow circle around the one I said second.
- 6 (h) In this variation the crayon colour, the spatial concept and the kind of mark are changed each time. Proceed as follows:
- cup, hand, snake, star, sock. Put a yellow circle around the one I said last.
- hat, fish, balloon, rug, umbrella. Put a red triangle on the one I said second.
- baseball, mitt, key, kite, box. Put a blue line above the one I said first.
- house, apple, butterfly, rake, truck. Put a brown square beside the one I said third.
- ladder, brush, cat, bell, boat. Put a purple circle under the one I said fourth.

16.

- 6 (1) Using the ditto number six, replace the word "last" with the new concept "FIFTH" and repeat all of lesson six and the variations.

CHAPTER TWO: AUDITORY SEQUENCING

Definition: *Auditory sequencing is the ability to remember what one hears in the order presented.*

Observable Symptoms:

- Child forgets oral directions.
- Child has difficulty finding words when speaking in front of a class or recalling isolated data.
- Confuses labels. Calls a "fork" a "spoon".
- The child has difficulty repeating words.
- The child has difficulty blending sounds into words.

2.1 Sounds In the Environment

Have the child tell what he hears in the order given - e.g.,

Sharpen pencil; knock on table; click tongue.

Tear paper; ring a bell; clap hands twice.

Bounce a ball; snap fingers; tap foot.

Write on board; open window; drop book; take 3 hops.

Hum a note; open a drawer; slide a chair; crumple paper.

2.2 Number Sequencing

(a) *Start with 2 digits and increase until the child cannot repeat.*

4-9	8-5-2	3-0-5-7	8-3-2-9-5	5-2-9-6-3-8
6-2	3-6-1	1-9-2-0	6-5-2-6-3	6-9-3-2-0-5
3-5	4-7-3	3-0-5-6	7-2-6-4-9	7-4-7-3-2-6

8-2-4-3-9-1-5

5-3-1-8-0-7-5

9-6-0-4-2-3-9

(b) Repeat all but the first number.

(c) Repeat all but the last number.

(d) Repeat the third (second, fourth) number.

2.3 Letter Sequencing

(a) d-f-m	s-b-m-r	d-f-r-m-p	r-b-m-t-w-k
r-t-h	g-r-t-n	r-g-f-j-w	i-r-e-b-s-g
b-g-l	c-w-r-q	t-m-c-f-b	d-k-q-v-n-j

(b) Nonsense Syllables

be, se, le, re

boo, coo, roo, moo

bay, tie, see, do, lay

dee, don, tog, dack, strag

(c) Present in mixed order and ask child to repeat in order.

h, f, g

m, n, l

x, w, y

c, b, d

f, h, g, e

l, k, m, j

t, v, u, s

f, d, e, g

2.4 Word Sequencing

(a) Repetition of related words

dog, cat, pig, horse
swim, run, hop, jump
school, house, church, store

door, roof, window, floor
triangle, square, circle, rectangle
orange, apple, lemon, banana

(b) Repetition of unrelated words

work, house, tree, and
come, door, fork, play
and, if, there, was

all, ten, will, hop
were, she, after, out
with, had, get, all

(To be repeated in alphabetical order):

ate, all, are
bug, bad, big
(Mary, Anne, Betty)
(trick, trade, trash)
(thrice, twice, three)

dog, dig, dug
fish, fall, fill
(John, Bill, Sam)
(glide, glass, gloom)
(strict, stride, string)

money, man, me
pony, puppy, party
(moon, stars, rain)
(pride, pray, prance)
(assist, assert, assign)

(c) Mixed Symbols

8-2-3-boy-line-see
9-0-5-find-tell-face
10-2-7-fence-yell-act

x-y-2-5-book-run
w-t-9-1-play-card
f-c-7-3-plant-chair

(d) Personal Data

Have child first say his full name, then add other items such as: birthdate, address, postal code, and telephone number. Have other children repeat this.

Full name Birthdate
Address Postal Code,
Names and ages of others in family.

2.5 Sentence Sequencing

Examples:

- (a) I saw a bear. I saw a big brown bear.
I saw a big brown bear walk into the woods.
I saw a big brown bear walk into the woods and eat some berries.
I saw a big brown bear walk into the woods and eat some berries
then crawl into a cave.
- (b) I have a friend. I have a friend named Jimmy.
I have a friend named Jimmy who has a red bicycle.
I have a friend named Jimmy who has a red bicycle with
white stripes. I have a friend named Jimmy who has a red
bicycle with white stripes and a black leather seat.

- (c) I am going to Toronto. I am going to take a suitcase with me. I am going to Toronto. I am going to take a suitcase and some money with me. I am going to Toronto. I am going to take a suitcase, some money, and shoes with me. Continue to add a word at a time (coat, book, watch, bathing suit, camera).
- (d) I went to the grocery store. I went to the grocery store and bought some potatoes. I went to the grocery store and bought some potatoes and meat. Continue to add a word at a time. This is also a good auditory game for drilling consonant sounds. Have all of the articles purchased begin with (d, m, s, st, etc.)
- (e) I went to the restaurant. I went to the restaurant and ordered a hamburg. I went to the restaurant and ordered a hamburg with ketchup on it. I went to the restaurant and ordered a hamburg with ketchup and relish on it. Continue with onions, cheese, special sauce, etc.
- (f) I went for a trip. I went for a trip around the world. I went for a trip around the world, I travelled by train. (Continue with car, bus, boat, snowshoe, airplane, tractor, helicopter, dune buggy, surfboard, skateboard, toboggan, bobsled, rollerskates, mini-bus, van, camel, elephant, jeep, canoe, etc.)
- Variations:
- (1) I went on a hike.
 - (2) I visited these cities.
 - (3) I visited these countries.
 - (4) I saw these animals - zoo, farm, etc.

2.6 Following Directions

Have the child repeat the instruction then follow it. Begin with one direction and increase in difficulty.

- (a) Hold your hands over your head.
Put your fingers on your toes.
Hold your hands in front of your face.
Point your finger up.
Put your hands behind you.
Put your hands under your chin.
Put your hands beside you.
- (b) Close your eyes before you sit down.
Clap your hands before you stand up.
Jump up before you sit down.
Blink your eyes before you stand up.
Clap your hands before you sit down.
Snap your fingers before you stand up.
Click your tongue after you sit down.
Turn around after you stand up.
Blink your eyes after you take three giant steps.

- (c) Touch your forehead with your right hand.
Touch your right ankle with your right hand, then hop to the door.
Touch your left ear with your right hand, then knock on the table twice.
- (d) Go to the chalkboard; get a piece of chalk; bring the chalk to me; walk to your chair.
Hop to the door; tap three times; walk around the desk; sit down.
Tap on the table; sit down; tap three times with your foot; stand up.
Touch your nose; touch your ear; touch your eyes; touch your elbows.
Clap your hands three times; stamp your feet twice; snap your fingers once.
Fold your arms; lift your right foot; lift your left foot; shake your head.
Lift your right arm; lift your left foot; shake your right hand; cough.
Wink your left eye; rub your nose; touch your toes; lift your left foot.
Hop on your right foot; hop to the door on your left foot; walk to the window.
Tear a paper; open the door; pick up a chair; put a book on my desk.
Give a big sigh; yawn and put your hand over your mouth; raise your eyebrows; put your hands on your waist.
- (e) The principal said, "Bring your books, lunch, and letter to school."
John brought his lunch and letter to school. What did he forget?
Mother told Mary to wash her face and hands, brush her teeth, and comb her hair. Mary washed her face and hands, and combed her hair. What did she forget to do?
Dad told Peter to wear his coat, hat, gloves, and boots. Peter put on his coat, gloves, and boots. What did he forget?
Mother needed meat, soap, bread, and oranges. She bought meat, bread, and oranges. What did she forget to buy?
David has chores to do every week. He has to take out the garbage, sweep the walk, and cut the grass. This week he swept the walk and cut the grass. What did he forget?
Gary has to help his mother. Every day he is to take the dog for a walk, brush the dog, and give the dog food and water. On Monday he walked the dog, and gave it food and water. What did he forget?
- (f) *Give directions one, two, three, or four at a time.*
Take one step forward
Take one step to the right.
Take two steps backward
Take three steps to the left.
Take two steps forward.
Take one step backward.
Take four steps to the left.
Take three steps to the right.

- (g) *Give orally one or more at a time.*
 Put the chair near my desk.
 Put the paper on top of the chair.
 Put the crayon underneath the paper.
 Put the brush above the paper.
 Put the chalk beside the brush.
 Put a book beneath the chair.
 Put the ruler near the wastebasket.
 Put the pencil next to the ruler.
- (h) Hop to the basket. Put the paper into the basket. Take it out and skip to your chair
 Walk to the basket. Put one piece of paper into the basket. Take it out.
 Then put the other piece of paper into the basket. Take it out. Run back to your chair.
 Jump to the basket. Skip around it twice. Put your pencil into the basket. Take it out and walk to your chair.
 Walk backwards to the basket. Put two beanbags into the basket. Pick up one beanbag and carry it to your chair.
 March to the basket. Pick it up and tap on it three times. Put it down. Walk backwards to your chair.

Using the following songs and rhythms as examples, have the children listen to, then duplicate the rhythm pattern.
Use clapping, snapping fingers, tapping toes, clicking tongue, humming, singing to lah, loh, lee, lie lay, etc. (high and low pitch, loud and soft).

2.7

Songs and Rhythms

- (a) Jack and Jill
 (b) One, Two, Buckle My Shoe
 (c) Ten Little Witches
 (d) One Potato, Two Potatoes
 (e) Five Little Pumpkins (Witches, Elves, Snowflakes, Valentines, Shamrocks, Bunnies, etc.)

2.8

Missing Items In A Sequence

Have children repeat what they have heard and add the missing item in the logical sequence.

(a) Analogies

soap, hands; toothpaste _____ (mouth)
 music, listen; pictures _____ (look, see)
 fingers, hands; toes _____ (feet)
 tricycle, three; bicycle _____ (two)

(b) Verbs

run, running; open, opening; jump _____ (jumping)
 look, looked; play, played; laugh _____ (laughed)
 turn, turns; walk, walks; pull _____ (pulls)

(c) Adverbs

quietly, quiet; proudly, proud; quickly _____ (quick)
 steady, steadily; heavy, heavily; happy _____ (happily)

(d) Rhyme Sequencing

bake, take, lake _____ (make, etc.)
 ring, king, sing _____ (thing, etc.)
 tell, tall; bell _____ (ball)
 say, play; see, _____ (plea)

(e) Days of the Week

Sunday, Monday, _____
 What comes before Tuesday?
 Saturday, Friday, Thursday, _____.

(f) Months of the Year

January, February, March _____.
 June, July, _____, September.
 _____, October, November, December
 April, _____, June, July
 _____, November, October, September
 What month comes before October?
 What month comes after March?

(g) Hours, Minutes

9:00, 7:00, _____.
 1:05, 2:10, 3:15, _____.
 6:00, 5:55, 5:50, 5:45, _____.
 2:00, 2:10, 2:20, 2:30, 2:40

(h) Alphabet

d, e, f, _____	r, s, t, _____	g, h, i, _____	m, n, o, _____
i, j, _____	p, q, _____	u, v, _____	f, g, _____
n, m, _____	t, s, _____	z, y, _____	e, d, _____

(i) Letter Patterns

A, B, C, D, E; E, D, C, B, _____.
 ABC, DEF, GHI, _____.

ABC, CDE, EFG, _____.

m, e, me; m, y, _____.

b, o, y, boy; t, o, y, _____.

2.9

Other Ideas

(a) Tongue Twisters

Read once, speaking distinctly and clearly, and at a constant rate of speed. Let the child repeat the twister rapidly three times.

Peter and Patrick pretended to paint.
 Mickey Mouse met a monkey named Millie.
 Pink and purple are pretty colours.
 Penny and Polly have pencils and lollipops.
 Little Lulu loves large lollipops.
 Theo saw thirty thousand thistles.
 Timmy Turtle tickled tiny Tommy's tummy.
 Richard licked the red lollipop.
 Shelley's sister Sharon sings sweet songs.
 Betty bought some butter.
 But the butter Betty bought was bitter,
 So Betty bought some better butter
 To make the bitter butter better.
 There's more in the middle of an Egg MacMuffin
 than an egg in the middle of a Muffin.

(b) Spelling

Spell the words orally and have the child repeat them.

c-a-r, car	b-e-n-c-h, bench	s-o-r-r-y, sorry
s-p-i-n-n-i-n-g spinning	p-i-c-t-u-r-e, picture	

(c) Reporting News

Teacher or student reports a news item. Another student is asked to repeat the facts in order.

(d) Miscellaneous

Have the student repeat in order:

Top Ten records, hockey team standings, name the third student in the fourth row; teachers' names from grade eight to kindergarten; repeat method for making a cake; provinces from west to east, etc.

CHAPTER THREE

AUDITORY DISCRIMINATION

DEFINITION: "Auditory" discrimination is the ability to differentiate one sound from another, one word from another, and one sentence from another.

To help the child hear the differences between sounds, ask him to close his eyes.

Modify the rate of presentation from slow to fast as the child is able to differentiate.

3. 1. Environmental Sounds

1. Demonstrate two sounds that are the same.
Teacher: Listen to this (tear paper) and this (tear paper). These sounds are the same.
Demonstrate two different sounds.
Teacher: Listen to this (tap on desk) and this (ring a bell). These sounds are not the same.
Continue demonstrating like and unlike pairs of sounds.
Teacher: Listen to these two sounds and tell me if they are the same or not the same. Keep your eyes closed. Select from the following:

- | | |
|------------------------|-----------------------|
| (a) snap fingers | (k) sneeze |
| (b) clap | (l) blow whistle |
| (c) knock on door | (m) sound alarm clock |
| (d) cough | (n) blocks falling |
| (e) sharpen pencil | (o) close drawer |
| (f) run water | (p) pull drapes |
| (g) close book | (q) wind alarm clock |
| (h) flick light switch | (r) use typewriter |
| (i) tap with ruler | (s) crumple paper |
| (j) stamp feet | (t) drop eraser, etc. |

2. Play a record of other environmental sounds, such as:

- (a) Farm animal sounds - cat meowing, dog barking, cow mooing, pig squealing.
- (b) Wild animal sounds - lion roaring, elephant trumpeting, monkeys chattering.
- (c) Sounds around the house - kettle boiling, vacuum cleaner, door chimes, water running, mixmaster.
- (d) Sounds around the neighbourhood - (Sounds I Can Hear - Gage Co.).

Note: See LMC catalogue for list of tapes available.

Method:

Teacher identifies each sound as it is played, e.g. - "Here is a dog barking". Teacher plays two sounds, and asks children to clap hands when a particular sound is heard - e.g. "Clap your hands when you hear a pig squealing." If desired, a verbal response may be elicited by asking - "Did you hear a turkey gobbling - or a pig squealing?"

3.2 Physical Characteristics of Sound

1. Volume: Encourage discrimination of loudness or softness by presenting familiar sounds that are very loud or very soft:
e.g. - a loud clap - a soft snap of the fingers.
a shout - a whisper,
a thunderous drumbeat - a tap on the drum,
a slap of ruler on desk - a tap of pencil on desk.
2. Pitch: In like manner, teach discrimination between high and low pitch by presenting two notes of different pitch on each instrument - i.e. - piano, pitch pipe, bells, whistles, recorders, autoharp, xylophone, horn, combs, etc.
3. Rhythm: Develop ability to discriminate between fast and slow rhythm.
 - (a) play drum, piano, or a record - and ask children to move quickly or slowly as the music dictates. Begin with a slow even beat, gradually increasing tempo.
 - (b) clapping - teacher claps - and children repeat the pattern.
Clap pause clap pause
Clap clap pause clap
Clap clap pause clap clap clap
Clap 3 times - pause - clap once
Clap twice - pause - clap twice
Clap twice slowly - pause - clap twice quickly
Clap twice quickly - pause - clap once - pause - clap 3 times quickly
Clap 4 times slowly - pause - clap twice quickly - pause - clap once.

3.3 Auditory Discrimination of Speech Sounds using Words

1. Same - Class listens as teacher presents pairs of words which sound the same.
e.g. - big - big; pat - pat; dog - dog.

Not the Same - Teacher presents pairs of words which are not the same - e.g. - pen - cut, dig - top; bat - fun.

N.B. When children become familiar with this procedure, substitute the word different (sound) for not the same.

N.B. Class listens as teacher presents word pairs that are the same, and that are different. Help children to discriminate between these pairs by clapping once for word pairs that have the same sound; and twice for pairs that have different sounds.

N.B. The full list includes words that are identical, and words in which all sounds are different.

- | | |
|---------------|----------------|
| 1. pan - bed | 11. pat - pat |
| 2. sit - bell | 12. him - get |
| 3. run - run | 13. map - rob |
| 4. sad - hit | 14. cut - sip |
| 5. jam - top | 15. hop - mat |
| 6. rub - pig | 16. did - did |
| 7. fan - fan | 17. got - bell |
| 8. dip - leg | 18. tub - man |
| 9. hot - fed | 19. nip - fat |
| 10. rug - rug | 20. put - sun |

2. Words Having One Like Sound

The following list includes word pairs that are identical and word pairs having one like sound.

- | | |
|---------------|-----------------|
| 1. bat - bell | 11. log - big |
| 2. dog - dip | 12. moon - moon |
| 3. hop - hop | 13. look - pick |
| 4. sag - sell | 14. men - tin |
| 5. man - mop | 15. puck - lick |
| 6. well - win | 16. cat - hit |
| 7. tap - ton | 17. will - wag |
| 8. fat - fat | 18. not - nip |
| 9. gas - less | 19. hat - hog |
| 10. hum - rim | 20. rag - rock |

3. Words Having Two Like Sounds

The full list includes word pairs that are identical, and word pairs having two like sounds.

- | | |
|----------------|-----------------|
| 1. bat - cat | 11. cap - can |
| 2. pin - fin | 12. fit - fig |
| 3. bell - well | 13. bus - bud |
| 4. hop - hop | 14. pen - pet |
| 5. Ted - bed | 15. mad - mad |
| 6. sit - fit | 16. hot - hop |
| 7. but - cut | 17. pull - put |
| 8. mop - top | 18. man - map |
| 9. hill - fill | 19. sale - sake |
| 10. rat - rat | 20. hat - ham |

3.4 Words for Auditory Discrimination of Beginning Sounds

Class listens as teacher presents groups of words all having the same beginning sound except one word. Children identify the word which does not have the same beginning sound as the others. The following list of word groups can be used to discriminate beginning sounds.

- (a) B ball bat bed man
 band bus top boy
 beg rat bad bill
 box bun sit bell
 bush bear gate boat
- (b) W wash water will bake
 waste pup wish wet
 shoe went walk war
 wind would wolf door
 wait weed work coat
- (c) M mash boy Mike melt
 move man milk hug
 must mop make pill
 mug top more match
 mast much pig meek
- (d) T team toe bug taxi
 task tug taste book
 tap tent go tiger
 taste sand tap tickle
 tail plant toast take

- (e) P pat leaf pony punch
pine paper pill safe
pull pen lady piano
pot puppy clown past
peach plan moon pet
- (f) N not nook nice ring
name no ruler nasty
nest wall none nap
never nail lazy nuts
needle nifty dish nurse
- (g) H hat head time Harry
him hop he chair
hot plant harm happy
home hill bed horn
hand hear ham pen
- (h) D dog doll dear lunch
dance dark door apple
day fire dirt dig
dish duck peach dirty
deep dust apron damp
- (i) K camp cocoa book kiss
care corn nail king
keep come cow good
cane white cold keg
cast hat cat coat
- (j) F fat funny milk fence
four fish fun boat
fill soap father find
floor fix roof fib
fly feet mother five
- (k) V very dog view van
valley vest voice pointer
vacuum tub vine vigour
vocabulary vote vane window
veto vegetable brush valentine
- (l) G game glass cow go
gun gas gift towel
guess giggle girl donkey
gate cloth gave gum
good mirror guard guilty
- (m) L lame love look wagon
light game lip long
lunch puppet laugh lollipop
late lamb line room
lick lady pencil like

- (n) R rain chalk rock rode
radio raffle run goat
ranch cow rink rainbow
rattle egg rice read
basin ring ride rob
- (o) S sail hop some sick
song six me sad
Sally soda sign foot
same red sun sock
sailor black seven salt
- (p) J jump jelly joy easy
Jim join hard jungle
jet table juice jam
jail white jerk job
junk Jill giant pan
- (q) Z xylophone gate zinc zip
zany zinnia zoo kite
zipper zeal zone bad
zebra zorra zag go
zig nose Zeke Zula
- (r) A apron ache cliff ape
aim ale bank acorn
able fish ace age
April ate angle man
- (s) E lemon eat eager eel
eagle bag each easy
east either mop evening
even equal evil salt
- (t) I idol boot icy idea
icicle Irish flight iron
I'm ivy bump lona
island car ivory iodine
- (u) O oats over house only
opal obey old keep
ocean salt okay odour
obey oak Oakville pie
- (v) U ukulele pepper union use
unit unite cake unicorn
usual water uniform useful
U-boat unique useless pail
- (w) Y(E) yellow yes you dirt
year yank yawn broom
yesterday yodel giant young
yell rope yard yeast

- (x) SH short turn shell shave
 show sharp shelf king
 shiny shout gold she
 shoot chew shake shack
 shall shoulder shoe dress
- (y) CH chimney charcoal rule check
 chocolate shirt chicken cherry
 chime chalk child hair
 chance chair hand cheat
- (z) WH when comb what whistle
 whisper wheel white baby
 whale whisk cattle whirl
 wheeze where geese whine
 white wheat whip faint
- (a1) A animal above add happy
 alone accident Adam coke
 along answer tell act
 after knob ankle agree
 at apple cart ambulance
- (a2) E empty ring Eddie energy
 echo elephant else pull
 ebb ebony finger egg
 enemy run ever elevator
 effort elf sill elder
- (a3) I igloo in face itch
 India nail infant ill
 index mud idiot incline
 inch important if print
 imp impossible nose ink
- (a4) O ox seven octopus officer
 opera onto boy obtain
 offer October odd rabbit
 alive opposite teach object
 off peel on operate
- (a5) U unto umbrella ugly hope
 up story unbutton undo
 ulcer under paper uncover
 usher umpire write unlock
 us hook upon unfasten

3.5 Words for Auditory Discrimination of Final Sounds

Class listens as teacher presents groups of words all having the same final sound except one word. Children identify the word which does not have the same final sound as the others. The following list of word groups can be used to discriminate final sound.

- (a) B tub cab rib look
 jab leaf rob cub
 lip cob rub crib
 grab stub ham crab
 fib map stab sob
- (b) M tam cat him home
 hum seem some fall
 rib ham gym come
 game room lip gum
 worm some jam fun
- (c) T cat mitt ham feet
 ant jar lot night
 sad rent soft boat
 seat boat fat rain
 right bought cap nut
- (d) P sheep rat soup trip
 fun lip rope weep
 cup soap lamp tub
 lap keep jam rip
 fat camp flop deep
- (e) N pan win fun was
 come ton seen own
 men can head fin
 line map run clean
 rain corn pen root
- (f) D sad rod bug bed
 wood pad cord ham
 tin red hid could
 rod let food laid
 wind read Bill had

- (g) K look tub bank rake
sink park work deep
cheek duck log wink
night oak think dark
stork lamp walk book
- (h) F leaf beef wife cap
roof home loaf shelf
soap life deaf if
half golf have puff
knife stove stiff cuff
- (i) V move five trap save
live wave starve boat
beef love drive gave
brave puff glove cave
if twelve have leave
- (j) G rug dig plug hat
fog had egg jig
rat bug frog hug
dog pig food flag
brave leg wag big
- (k) L bell hill wall cat
sail hole had feel
tool pile ran kneel
camp school full nail
wheel coal pail beef
- (l) R winter near give fur
her stir purr fed
bowl sister fear sir
fire had mother deer
hear wire dug sure
- (m) S bus nurse house book
home pass toss geese
gas less buzz purse
Ross prize Gus mess
gum loose guess across
- (n) J cage garbage nose bridge
wish page huge orange
package fudge ledge watch
strange catch large village
goose cottage hedge sausage

- (o) Z prize fuzz knees orange
his fire eyes pays
maze peas house rise
teach trees pies boys
cheese brush nose squeeze
- (p) A day stay pray tree
may play find hay
tray dish way Monday
pan jay birthday away
Sunday pay map clay
- (q) E we tree see no
free me ill be
key hat fee spree
set Lee three he
knee Cree fed she
- (r) I pie try my up
sty high apple lie
by head why dry
fish cry die sty
fly buy sink tie
- (s) O go hoe know say
toe so my blow
slow box yellow blow
up snow Joe fellow
grow pillow not show
- (t) U due cue blue go
you hue big Sue
dew leg knew crew
cat flu true few
grew new lot pew
- (u) Y funny bunny leaf sunny
money see honey
- (v) SH fish wash leash bus
rose wise rush cash
Flash crush watch dish
hush bridge brush crash
match push splash trash
- (w) CH catch witch peach mouse
wash sandwich speech coach
bench page match pitch
rich beach smash itch
cottage pinch teach bunch

3.6 Words for Auditory Discrimination of Middle Sounds

Class listens as teacher presents groups of words all having the same middle sound except one word. Children identify the word which does not have the same middle sound as the others. The following list of word groups can be used to discriminate middle sounds.

- (a) B rabbit cowboy football hat
some ribbon December about
cabbage lamp Robert nobody
nibbled robin pumpkin robber
raspberries animal rubber number
- (b) W toward highway eleven sidewalk
hammer backward Hallowe'en anyway
following sideways forward supper
always awake rubber eastward
wristwatch robin someway sandwich
- (c) M summer animal policeman seven
tomatoes April family someone
rabbit pumpkin Christmas farmer
tomorrow watermelon wheat hammer
camel potato lemon chipmunk
- (d) T letter batter curtain birthday
pillow winter kitten valentine
mittens puddle party better
autumn butter rubber little
saddle bottle cattle Betty
- (e) P happy camping leopard ladder
Skipper jumping summer caterpillar
rubber supper hopping zipper
apple kitten teapot shopping
tapping appear ribbon opposite
- (f) N money window find summer
funny wall under Stanley
pillow morning another winter
Sunday Candy family cannot
corner bananas animal wall
- (g) H perhaps somehow lighthouse pencil
downhill ahead mirror behive
birdhouse puppet uphill unhappy
backward grasshopper behind fishhook
doghouse forehead muffin farmhouse

- (h) D window reader bandage locket
 ladder fender winter leader
 bedroom heavy thunder sandwich
 student needle bottle sidewalk
letter puddle ready under
- (i) K breakfast monkey locket little
 handkerchief wigwam milkman working
under rocket pumpkin raking
 donkey package garage backward
butter darkness ticket necklace
- (j) F before wonderful swift rope
 office muffin another careful
 soft move afternoon left
cave coffee breakfast Grandfather
 taffy goldfish puppy raft
- (k) V seven diving heavy under
camel ever David invite
 heaven telephone cover eleven
 never over before leaves
pigeon gravy waves gloves
- (l) G wagon ladder begin again
soap sugar forget wiggle
 igloo buggy rocket bigger
 figure rugby dragon candy
 toboggan cookies foggy kangaroo
- (m) L yellow clever ruler fork
 telephone garden collar umbrella
over elephant pillow only
 building heavy follow tulip
 fellow valentine stove balloon
- (n) R carrot hurry berries toys
 cereal soon furnace bedroom
 bird circus clock carry
hollow curb word fern
 dirty wall heard shirt
- (o) S lesson baseball pillow guessing
watching message gasoline listen
 baseball dish beside dresser
 passing Russell inside blizzard
 Lassie opposite bridge outside
- (p) J pajamas stranger imagine dishes
 banjo refrigerator watches enjoy
machine messenger pigeon major
 magic kitchen engine vegetable
 budget register washer midget

- (q) Z fuzzy dazzle push dozen
 buzzer bridge scissors easy
lesson lizard frozen season
 cousin Hazel present listen
 Tuesdayvisit orchard rosy
- (r) A rain came made some
 plate cup baby pail
on name table played
 away bake at Wayne
 drapes cap mail same
- (s) E keep deer meet say
 feet tetth hit seen
 sheet set deep heel
 sleep week him seem
went sleet jeep sheep
- (t) I ride child night rent
 slide pack knife right
reach like fire time
 mile wide sit life
did sign ripe find
- (u) O cold goat Joan drum
 hole dime toad pole
 soap wrote drop stone
help comb hope bowl
 home stop road rope
- (v) U tulip beauty during block
 music fuel game cubes
 student tent petunia duty
touch suit education duke
 Tuesday pupil jump opportunity
- (w) Y beyond canyon barnyard vegetable
 mayor magic lawyer
- (x) SH dishes fishing crushed matches
 washing seashore orchard crashed
 sunshine imagine fishbowl splashing
injure bushes ashamed brushing
 finished bushes watching pushed
- (y) CH kitchen matches reaching bushes
 peaches orchard splashing handkerchief
 teacher engine pitcher hatchet
cabbage crutches purchase butcher
 mischief woodchuck cage branches

(z) WH awhile somewhere pinwheel afternoon
 meanwhile birthday Bobwhite everywhere
 overwhelm somewhat goldfish nowhere
 scmebody anywhere buckwheat elsewhere

(a1) A man candy cat eat
 camp hammer spend dad
 play Jack stamp had
 map lake tan stand
 taxi sand bend ladder

(a2) E send men red had
 penny late fed tent
 rent met hit spend
 side leg mend seven
 ten well jet sit

(a3) I Tim weill pin ride
 wink him bed wish
 hit knife pig milk
 well city kick fish
 chin miss pet hid

(a4) O hot box top pill
 spot bowl lock not
 shop bottom pen knock
 chicken clock mop fox
 chop goat bottle collar

(a5) U run cup bug hill
 jump puppy tell cut
 nut lot drum rug
 duty puddle crutch must
 mug bubble tune just

3.7 Auditory Discrimination of Rhyming Words

1. Rhyme - Class listens as teacher presents groups of rhyming words telling the children "these words sound the same at the end" (I.E. rhyme). Read the first five or six groups of words, omitting the word that does not rhyme. Then, give the words again, asking the children to name the words that rhyme.

1. fan ran pig can
2. lick pick tick four
3. jug mug ring tug
4. far bar not car
5. beg lid Meg egg
6. meat seat heat time
7. bell tag wag bag
8. show go cry hoe
9. big fig jug hop
10. hire pan fire wire
11. bake make hall shake
12. sip tip lip boat
13. come mat rat sat
14. me tea not sea
15. rail need hail bail
16. bit fit pan mit
17. locks rocks wet box
18. rack tack pull sack
19. gay tire clay play
20. leg tock dock mack
21. bad hole pad lad
22. tin bin din bake
23. wish dish tell fish
24. weep man deep keep
25. tool pool gate cool
26. puck luck truck date
27. call rug tall mall
28. sight fight bite cook
29. who blue shoe puddle
30. tea pin sea bee
31. fun lick run sun
32. land sand rule hand
33. but shut nut hall
34. mail try shy by
35. red said dog head

3.8 Discrimination of Mixed Changes

1. Words Having all Sounds the Same Except the Middle Vowel

The full list includes word pairs that are identical, and word pairs in which all the sounds are the same except the middle vowel.

- | | |
|----------------|-----------------|
| 1. fog - fig | 11. met - mit |
| 2. pat - pit | 12. love - live |
| 3. bell - ball | 13. net - not |
| 4. cook - cook | 14. bag - big |
| 5. rug - rag | 15. tug - tag |
| 6. bin - bun | 16. will - will |
| 7. mess - mass | 17. red - rod |
| 8. fill - full | 18. sit - sat |
| 9. lap - lap | 19. ten - tin |
| 10. Tom - tam | 20. got - get |

2. Auditory discrimination of single words with changes in initial, medial, and final positions. Ask children if the words are the same or different.

- | | | |
|------------------|----------------|---------------|
| 1. pat - hat | fit - fin | cap - cop |
| pile - mile | path - pass | pen - pin |
| rain - rain | trick - trim | sheep - ship |
| green - seen | top - tot | joke - Jake |
| back - black | kick - kit | patch - pitch |
| fine - fine | fine - fine | green - grim |
| crash - cash | sheep - sheet | tip - top |
| met - wet | mill - mitt | sat - sat |
| chin - shin | jump - just | chair - cheer |
| boat - coat | cheek - cheap | wall - will |
| sign - sign | math - mass | cat - cut |
| lane - Jane | face - face | wash - wash |
| pearl - squirrel | live - lift | him - hum |
| string - thing | tick - tick | rub - rib |
| vine - vine | switch - swish | cap - cup |
| fin - thin | pole - poem | fun - fun |
| cheese - squeeze | clothe - close | pet - pit |
| splash - sash | | tube - tub |
| light - might | | |

3. Auditory Discrimination of three words, two of which are alike, and one different.

- | | | |
|-----|---------------------------------------|---|
| (a) | 1. trays - trays - <u>trace</u> | 11. <u>fleece</u> - flees - flees |
| | 2. <u>shock</u> - sock - sock | 12. breathe - breathe - <u>breeze</u> |
| | 3. think - think - <u>sink</u> | 13. sheet - sheet - <u>seat</u> |
| | 4. last - <u>lass</u> - last | 14. crutch - crutch - <u>crush</u> |
| | 5. zag - <u>sag</u> - zag | 15. gash - gas - gash |
| | 6. zing - zing - <u>sing</u> | 16. <u>watch</u> - wash - wash |
| | 7. <u>catch</u> - cash - cash | 17. math - <u>mass</u> - math |
| | 8. <u>buzz</u> - bus - buzz | 18. <u>graze</u> - grace - grace |
| | 9. loose - <u>loose</u> - <u>lose</u> | 19. <u>thank</u> - sank - sank |
| | 10. task - <u>tusk</u> - task | 20. witch - <u>wish</u> - wltch |
| (b) | 1. hoard - hoard - <u>hard</u> | 11. tar - tar - <u>tore</u> |
| | 2. pore - par - par | 12. <u>port</u> - part - part |
| | 3. scar - scar - score | 13. bar - <u>bore</u> - bar |
| | 4. farm - form - form | 14. car - car - <u>core</u> |
| | 5. card - cord - card | 15. <u>star</u> - store - store |
| | 6. born - barn - barn | 16. <u>stork</u> - stork - <u>stark</u> |
| | 7. mar - more - mar | 17. court - <u>cart</u> - court |
| | 8. pork - <u>park</u> - pork | 18. far - far - <u>for</u> |
| | 9. <u>force</u> - farce - farce | 19. pore - pore - <u>par</u> |
| | 10. hoard - <u>hard</u> - hoard | 20. cart - cart - <u>court</u> |

CHAPTER FOUR

AUDITORY ASSOCIATION

DEFINITION: Auditory Association is the ability to relate spoken words, to coordinate and compare information heard in a meaningful way. This function includes those skills referred to as reasoning, critical thinking, and problem solving.

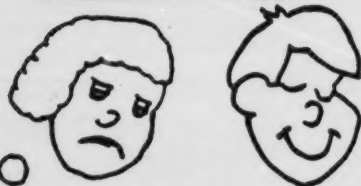
If a child shows weakness in the auditory association process in a group situation, the teacher may provide help by:

- i) Asking one-concept questions, encouraging several short answers.
- ii) Accepting concrete answers.
- iii) Supplying more abstract clues for the child.
- iv) Providing visual clues when possible.
- v) Giving sufficient time for responses.
- vi) Giving child a written question to think about before responding orally.

4.1 DIFFERENCESFirst Level*1. People:

- a) Ask two children to stand next to one another and ask, "How are these children different?" Different size, tall-short; thin-stout; colour of hair, hair length, etc.

- b) Pictures of people -



"How are these faces different?"



"How are these children different?"



"How are these children different?"

2. Toys:

- a) Select two, three, four toys and discuss how they are different. Find the toy that is different because it has wheels; is noisy; can ride in it; is red; etc. Discuss shape, size, colour, use, etc.

* In the early stages the terms 'different'/'alike' should be used to designate 'not the same'/'the same'.

Toys: (Cont'd)

- b) Pictures of Toys - Top and ball - Point to the toy that is different because it is all round. Find the toy that is different because it is red.

3. Fruits and Vegetables

Have a basket of fruit. How are the apple and peach different? Feel the skin.

How are the orange and grapefruit different?

How are the banana and grapes different?

Have a basket of vegetables.

How are the carrot and turnip different?

How are the lettuce and cabbage different?

How are the squash and onion different?

Now, use a fruit and a vegetable.

How are the orange and lettuce different?

How are the banana and carrot different?

How are the grapes and radishes different?

4. Animals

A trip to Storybook Gardens or a farm would provide an enriching experience for the children. Look at the animals in relation to body shape, size, ears, tail, food they consume, function and where they live.

a) Farm Animals

horse, cow, pig, sheep, chicken, turkey, goose, duck, goat

b) Zoo Animals

bear, giraffe, lion, zebra, tiger, elephant, etc.

How is the lamb's coat different from the pig?

How is the chicken different from the turkey?

How is the bear different from the lion?

How is the giraffe different from the elephant?

How is the tiger different from the zebra?

Show differences using pictures of animals.

How is a horse different from a zebra?

How is a tiger different from a cat?

How is a dog different from a lion?

Do you remember the animals that have ears like these?

(Draw pictures on blackboard)

5. Clothing - Use the children's own clothing

This coat belongs to Jane. This coat belongs to Susan.

Clothing: (Cont'd)

How are Jane's and Susan's coats different?
 Note size, colour, length, buttons, sleeves, collar, materials, lining, etc.
 How are Bob's and Jim's jackets different?
 How are Jane's coat and Bob's jacket different?
 How are Mary's and Susan's shoes different?
 Show differences by using pictures of clothing.

6. Household Objects - Use objects brought from home. Note size, shape, colour, function.

How is the fork different from the knife?
 How is the cup different from the glass?
 How is the bowl different from the plate?
 How are the mittens different from the oven mitts?
 How is the hand towel different from the tea towel?
 How is the wash cloth different from the dish cloth?
 Use pictures to show differences of objects around the house.
 How is the vacuum cleaner different from the broom?
 How is the hair dryer different from the dryer?
 How is the washer different from the mop?
 How is the chesterfield different from the bed?

Differences - Second Level

1. Shapes

*Here is a round ball and here is a square block.
 The ball and block have different shapes. Teacher draws a .
 Come and draw a shape that is different from the square. .
 This is a . The triangle is different from the circle and the square.
 Find three toys that are different shapes?
 Find things in the classroom that are different shapes.*

2. Animals - (Use plastic animals.) Here are two animals - a lamb and a cow.

How are they different. Which one is bigger?
 Here is a pig and a horse. How are they different? Which one is different because it has a curly tail?
 Here is a brown cow and here is a white cow.
 How are these animals different?
 Find three animals that are different because of their colour, etc.

3. Fruits and Vegetables

I will give you each a piece of grapefruit and then a piece of pear to eat. How are they different?
 The grapefruit tastes sour and the pear tastes sweet.
 Taste an orange and an apple. Note differences.
 Taste banana and grapes. Note differences.
 Now taste some vegetables.
 A carrot and radish; lettuce add cabbage; green beans and cucumbers; tomato and potato.
 Discuss the differences in taste.

Fruits and Vegetables: (Cont'd)

Use pictures of fruits and vegetables and discuss differences in colour, size, shape, taste, growth, etc.

4. Clothing

Compare clothing worn inside as opposed to clothing worn outside.

How are they different?

How is Mary dressed now?

Then ask Mary to put on outdoor clothes.

How does Mary look different?

Here are three pieces of clothing. Show me the one that is different because you wear it outside?

Use pictures of clothing.

Find clothes you wear at bedtime.

Find clothes you wear on your feet.

Find play clothes; dressed up clothes; clothes for cold winter days; clothes for hot, summer days, etc.

5. People

Ask the children to skip around the room.

Find someone who is making his feet move in a different way.

Ask the children to draw something on the chalkboard. Discuss the differences in each picture. Discuss the left and right hand differences.

Using pictures of children from magazines, ask the children to point to the pictures with blue clothes; play clothes; dressed-up clothes, etc.

Find the pictures of children with short hair.

Find the pictures of children with long hair.

Point to the pictures of children facing different directions.

Differences - Third Level

1. Animals

Show the differences by stressing the purpose of each animal - pets, farm animals, wild animals, zoo animals, etc.

- a) Here is a farm animal that says moo. (It is a cow).
 The cow gives us meat and milk.
 This farm animal says oink oink. (It is a pig).
 The pig gives us meat.
 This farm animal says baa, baa. (It is a sheep).
 The sheep gives us wool.
 This farm animal says cluck, cluck. (It is a chicken).
 The chicken gives us eggs and meat.
 Here is a picture of a pet that says bow wow. (It is a dog).
 The dog protects us.
 This animal says meow, meow. (It is a cat).
 A cat is a pet.
 This animal says, tweet, tweet. (It is a bird).
 A bird sings for us.
 This is a zoo animal that roars R-r-r-r. (It is a lion).
 This is a zoo animal that growls - Gr-rrr. (It is a bear).
 This zoo animal has a long trunk. (It is an elephant).

- b) Mix the pictures and ask the children to sort them in groups of animals. Ask the child to choose one animal. The teacher chooses one animal. The child describes the differences between animals.

2. Fruits and Vegetables

- a) Close your eyes and feel three fruits - orange, grapefruit, banana. How are they different?
Feel an apple, grapes, lemon. How are they different?
- b) Look at the seeds of the fruits. How are they different? - peach, orange, apple, pear, plum, grapes, lemon, etc.
Point to the seeds that are large; white; brown; small; etc.
- c) Close your eyes and feel three vegetables - carrot, onion, lettuce. How are they different?
Feel a cabbage, green bean, squash. How are they different?
Cut each vegetable in half. How is the inside different from the outside.

3. Clothing

- a) *Here are pictures of two skirts and a dress. Find the one that can be worn by itself. Here are three pair of pants. Find the pair of pants you wear when you dress up?*
- b) Cut out clothing for adults and children. Mix them. Ask the children to sort them. How are the clothes different?

4. Household Objects

- a) Here are four kinds of knives I use at times. Find the knife I would use to cut a roast. Note the difference - (Longer, stronger, sharper).
Find the knife I would use to butter bread.
Find the knife I would use to peel potatoes.
Find the knife I would use to slice tomatoes.
How is each knife different?
- b) Here are four kinds of forks I use at times.
Find the fork I use to hold a roast in place.
Find the fork I use to eat meat.
Find the fork I use to eat pie.
Find the fork I use for pickles.
How is each fork different?
- c) Here are four kinds of spoons I use at times.
Find the spoon I use to eat soup.
Find the spoon I use to eat jello and ice cream.
Find the spoon I use to put vegetables on my plate.
Find the spoon I use to stir the vegetables when they are cooking.
How is each spoon different?
- d) Here are some things you can drink from: a cup, glass, bottle, how are they different?

- e) Here are some things you use to cook on the stove - a pot, saucepan, fry pan. How are they different?

5. People

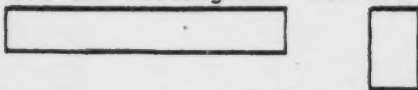
- a) Using pictures of children dressed in costumes of different countries, discuss the differences in each costume. *How are these two children different?* - facial expressions, height, skin colour, eye shape, etc.
- b) Listen to a record of people speaking different languages. *What is different about this talking?* - rate, repetition of words, can't understand it, etc.
Can anyone in the classroom understand it? Can anyone speak this language?

6. Toys

- a) Use an assortment of toys to demonstrate differences in colour, size, shape, noise, function, mobility, etc. *This toy winds up and runs on two wheels. Find a toy that runs on four wheels, etc.*
- b) Arrange pictures of toys in four piles. Show a picture of a toy from each pile. *How is each toy different?*

7. Shapes

Here are two rectangles. How are they different?



How are these shapes different?



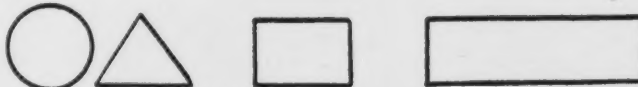
How are these different?



How are these different?



How are these different?



Differences - Fourth Level

1. Animals

- a) Whenever you hear me say the name of a farm animal clap twice, but if I say a zoo animal clap once, if it is a pet, clap three times.
- b) Discuss the food animals eat.
Is the food eaten by a cow different from the food eaten by a lion?
Is the food eaten by a dog different from the food eaten by a horse?
Is the food eaten by a lamb different from the food eaten by a mouse?, etc.

2. Fruits and Vegetables

- a) Discuss fruits that can be eaten cooked or eaten raw

Fruits and Vegetables (Cont'd)

Set up three groups of pictures of fruits:

- i) usually eaten raw
- ii) usually cooked
- iii) eaten either way

Discuss differences because of the way fruit is eaten.

- b) Discuss vegetables that can be eaten cooked or eaten raw.

Set up three groups of pictures of vegetables.

- i) usually eaten raw
- ii) usually cooked
- iii) eaten either way

Discuss vegetables in terms of the different ways they are eaten.

- c) Discuss the growth of fruits.

How is the growth of an orange different from an apple?

How is the growth of a banana different from a peach?

How is the growth of a grapefruit different from a pear?

How is the growth of grapes different from cherries?

How is the growth of pineapple different from watermelon?

- d) Discuss the growth of vegetables.

How is the growth of a carrot different from a cucumber?

How is the growth of a potato different from a squash?

How is the growth of peas different from radishes?

How is the growth of an onion different from corn?

- e) Ask the children to draw two fruits and show three differences about them - size, shape, colour, seeds, growth, manner of eating, etc.

apple - orange
pear - peach

grapes - grapefruit
lemon - watermelon

- f) Ask the children to draw two vegetables and show three differences about them -

carrot - peas
potato - squash
beans - tomato

cabbage - celery
lettuce - radish
turnip - beet

3. Clothing

- a) Use pictures of clothing to show differences.

How do a blouse and a skirt differ?

How does a skating skirt differ from an evening gown?

How does a coat differ from a jacket?

- b) Ask the children to draw clothes that are different, eg.

summer clothes - winter clothes

clothes worn inside - clothes worn outside

adults' clothes - children's clothes

play clothes - dress up clothes

bed clothes - school clothes

Discuss how the clothes are different?

4. Household Objects

- a) How is a can opener different from a garbage can?

How is a bed different from a chair?

How is a television different from a radio?

Household Objects (Cont'd)

How is a record player different from a tape recorder?

- b) Listen and put up your hand when you hear the name of things that are different because of where you use them:
- i) bathroom - bathtub, shower, bathtub, piano, toilet, stove, refrigerator, bathmat, chesterfield.
 - ii) garage - shovel, car, stove, tires, furnace, snowblower, television, chimney, wrench.
 - iii) kitchen - stove, bed, sink, car, dishes, clock, shower, etc.

5. People

- a) Ask three girls to stand at the front of the classroom. *How are these girls different?* - Note height, weight, hair, skin colour, dress, etc.
- b) Draw or find pictures of five children who are different because,
- i) they come from different lands
 - ii) they wear their hair in different styles
 - iii) they wear different footwear

6. Occupations

- a) *How is a nurse different from a doctor?*
How is a teacher different from a preacher?
How is a secretary different from a salesperson?
- b) Draw four pictures of hats indicating people doing different jobs.

7. Shapes

- a) Draw pictures to show the roof of the house at the front different from the shape of the roof at the side. *How are they different?* Show the bottom of an ice cream cone different from the scoop of ice cream. *How are they different?*
- b) Draw pictures of tables of different shapes. - round table, rectangular table, square table, oval table, etc.

Differences - Fifth Level1. Animals

- a) Consider size differences. (Remember that big/little is a relative concept: calf is little compared to cow, but big compared to mouse). *Stand when I say a small animal; raise your hand for a large animal and remain seated for a medium sized animal:* elephant, kitten, zebra, giraffe, mouse, cow, mole, hippopotamus, horse, lamb, bear, calf, etc.
- b) In much the same manner as above, ask the children to distinguish the differences between flesh eating and grass eating animals.

2. Stores

55

- a) List different types of stores - grocery store bakery butcher shop candy shop. How do these stores differ? What different foods would

Stores (Cont'd)

you buy in each?

- b) Types of Food - List different types of food - meat, fruit, cereal, pastry, vegetables. How do these foods differ?
How are vegetables different from fruit?
How is meat different from pastry?
- c) A department store is divided into sections. List the various departments for discussion as to differences -
sports equipment toys clothing garden tools
office supplies jewellery shoes furniture
appliances stationery etc.

3. Clothing

Choose pictures of specific clothing and note minute differences in styles, etc.

evening gowns - long sleeves; short sleeves; cape off the shoulder; straight skirt; full skirt, etc.

4. Household Articles

- a) What is different about a steak knife as opposed to a dinner knife?
What is different about a soup spoon as opposed to a tablespoon spoon?
What is different about a saucer as opposed to a bread and butter plate?
- b) As the teacher names an article, ask the children to tell a different article and explain how they differ. - etc.

5. People and Occupations

- a) How are a mother's task different from a teacher's task?
How do dentists differ from doctors?
How is a mailman different from a policeman? etc.
- b) When I mention two different workers, you tell me the location of the worker and how their work differs.
- | | | |
|-------------|---|---------------------|
| a nurse | - | a secretary |
| a lawyer | - | a garbage collector |
| a waitress | - | a librarian |
| a principal | - | a manager |
| a banker | - | a clerk etc. |

6. Seasons

- a) The teacher shows paired pictures of the four seasons. How do the pictures differ?
- | | | |
|----------------------------------|---|-----------------------------|
| a tree in blossom | - | a tree bearing fruit |
| a flower in bloom | - | a wilted brown flower |
| a boat on the lake | - | a boy skating on the lake |
| a tree with leaves bursting open | - | a tree with coloured leaves |
- b) Combine Clothing with Seasons

When would you wear a light jacket?

Seasons (Cont'd)

*When would you need waterproof footwear?
When do you need a warm cap and mittens? etc.*

Differences - Sixth Level1. Months

- a) How do December and September differ?
How is the weather in June different from the weather in January?
How is the weather in Ontario different from the weather in Florida?
How is the weather in Canada different from the weather in Australia?
- b) What is different about each month of the year?

4. Media

- a) How is each one different?
television, newspaper, radio, telephone
television programs - information, humour, medical, violence,
musical, news, etc.

5. Flowers and Trees

How are flowers different? - annual, perennial, biennial
List flowers under the appropriate column.
How are trees different? - deciduous, coniferous; hardwood, softwood

6. Provinces

Discuss differences between provinces in terms of climate, population,
employment, laws, etc.

7. Countries

Discuss differences between large countries of the world in terms
of climate, population, customs, etc.

(Note: In the higher levels of listening/speaking training, there is a close
relationship, as will become obvious, to higher mental process development.
See Hackett, 1966; Devine 1978)

4.2 LIKENESSES*

Under the headings Animals, Fruits and Vegetables, Clothing, Household
Objects, People, Toys, the exercises develop gradually more difficult notions
involving listening and speaking. In the later sections more abstract concepts
are introduced. At these stages, as has been said, listening involves higher
mental processes, and listening/speaking training becomes, in large part,
training in thinking.

The exercises are suggestive and not intended to be exhaustive. Sometimes
teacher directions are not included in the belief that each teacher will want to
use the suggestions to suit her own purposes, and devise her own strategies.

* (Teach concept of likeness using "alike" and "same")

First Level

1. Animals

How are they alike?

Hopefully, the children will have had the experience of a field trip to the farm or Storybook Gardens in preparation for this lesson. It is important to begin at the concrete level.

- a) Using two toy animals or pictures, have the children point to the similar body parts. i.e., eye of the horse - eye of the cat.
- b) Using a language chart the teacher draws three pictures of animals, two of which are alike. Have the children point to the two that are alike. If the teacher wishes to describe in more detail how they are alike, this would be a teaching situation but not requiring a verbal response from the child.



2. Fruits - How are they alike?

- a) If possible use examples of real fruits or plastic replicas. Have the children arrange fruits of similar colour together or similar shape.
i.e., red: cherries, strawberries, apples
yellow: banana, lemon, grapefruit
- b) Using pictures have the children arrange the pictures of fruits as to similar colour and shape.
i.e., round: apples, oranges, grapefruits
The idea of likeness would be developed by using vegetables in a similar manner.

3. Clothing - How are they alike?

- a) Using the children's own clothing have them select similar clothing from the mixed arrangement you have assembled on a table.
- b) Making use of pictures again, select clearly distinguishable clothing suitable for mother and father. Place a cutout figure of a mother and a father on a chalkboard ledge.

Teacher says: I am going to put mother's hat beside her.
Now find something that daddy would wear that is like this.

4. Household Objects - How are they alike?

- a) Using doll house furniture. Select two of each different pieces such as two livingroom chairs and two kitchen chairs.

Household Objects (Cont'd)

Teacher says: Here is a bedroom chair. Could you find another chair like this one?

- b) Using old catalogues allow groups of 2-3 children to work together - the task is for one group to find chairs that are alike - another to find tables that are alike.

5. People - How are they alike?

- a) Use two sets of pictures of community helpers. Place three pictures on the chalkboard ledge - two policemen and one postman.

Teacher says: *Come and hold up the two people that are alike.*
(if this concept is not understood, you may prefer to say - find one like this one.)

6. Toys - How are they alike?

- a) Use several balls of different size and a few other toys as foil items.
Teacher picks up one of the balls and asks a child to come up and find one or more toys that are like this one.
- b) Make a collage of pictures of toys cut out of catalogues. Teacher must have a second set of pictures that are like the pictures on the collage. Divide the class into teams. Taking alternate turns, one member of each team provided with a picture must point to the toy that is like the picture. The first one to find a toy like the one in their hand gets a point.

Likenesses - Second Level

1. Animals

- a) Use a large picture of an animal - e.g., lamb. Children find the plastic animals that are like the animal in the large picture.
(Having provided a large selection of plastic animals)
- b) Place pictures of animals on the chalkboard ledge.

Teacher says: i) Find the animals that have tails like this animal. The teacher points to the picture of a horse.
ii) Find the animals that have ears like this animal. The teacher points to the dog.
iii) Find the animals that have legs like this animal. The teacher points to the chicken.

2. Fruits and Vegetables

- a) Use real fruits or vegetables. Children are to find those fruits or vegetables with similar textures.

Teacher says: Here is an orange. Find one that feels like this one.
- b) Teacher provides a chart. On the chart would be:

Fruits and Vegetables (Cont'd)

- i) Three pictures of fruits that grow on trees.
- ii) Three pictures of fruits that grow on vines.

Teacher says: Find a fruit that grows like an apple

3. Clothing

- a) Make a variety of cutouts that would include:
 - i) four skirts of different patterns
 - ii) four dresses of different style
 - iii) four skirts of different lengths
 - iv) four different hats

Teacher says: Here is a shirt. Find something daddy would wear that is just like this.

- b) Provide a clothes line with cutout clothing clipped to it.
Teacher says: Paint a picture of a clothes line that has clothes on it just like this one.



4. Household Objects

- a) Use pictures of household objects. i.e., kettle, toaster, iron, radio.

Teacher holds up a picture of a kettle. Here is a kettle. A kettle must be plugged in to work. Find other things that work like this.

- b) Use pictures of all different kinds of furniture.

Teacher says: Here is a chair. I can move this chair easily but I can't move this counter. (show picture) Could you find a picture of something that is like the chair and is easy to move.

5. People

- a) Teacher asks children to find pictures of people wearing similar clothing i.e., people in bathing suits, people in pyjamas, people in coats. The children must find a person who is wearing clothing
 - i) like those worn to the beach
 - ii) like those worn to bed
 - iii) like those worn in cold weather.

- b) Teacher draws a stick picture on chart paper or uses the Peabody pictures of the action stick people.

Teacher says: Here is a boy (a) running (b) jumping (c) hopping. You do something just like him.

6. Toys

- a) Show the children pictures of toys that move - e.g., wagon, doll buggy, bicycle, car and a variety of other toys. Teacher holds up a picture of one such toy.

Find a picture of another toy that moves like this one.

- b) Use pictures of toys. Have the children find a toy that you would push like a doll buggy. - car, truck, wagon.

Likenesses - Third Level

1. Animals

- a) Show pictures of zebra, horse, cow. Ask the children, "Are there two animals that are alike?" How are they alike? Responses such as: four legged, long tails, pointed ears, body shape. Children could choose either the zebra and the horse or the horse and the cow, as long as they can give the similarities.
- b) Have a brief discussion about the homes of animals emphasizing the animal homes that are alike.

Teacher says: How are the homes of these three animals alike.

- hawk, crow, robin
- groundhog, snake, mole
- horse, cow, pig

2. Fruits and Vegetables

- a) Ask the children to tell you what word starts like:
lemon, peas, asparagus, banana, tomatoes
- b) Tell me how all of these words are alike.
- lettuce, lemon, limes
 - peas, potatoes, pears
 - asparagus, apple, apricots
 - banana, beans, broccoli

3. Clothing

- a) Use colour cards or colour chips. Hold up a colour card and ask: "Who is wearing something like this colour?"
- b) Use picture of clothing. Place three pictures on the chalkboard ledge. Have the children tell you how these are alike.
- i) shoes, boots, slippers
 - ii) tam, tuque, rain hat
 - iii) sweater, shirt, blouse
 - iv) gloves, mittens, baseball mitt

4. Household Objects

- a) *Children, I am drawing a picture of a chair on the chalkboard. Could you draw a chair just like my chair? Use several examples of different pieces of furniture.*
- b) *Blindfold one of the children in your classroom. Lead the blindfolded child to a chair or other piece of furniture in the room. Have the child feel the piece of furniture and say what he thinks it is. Then, remove the blindfold and have the child find another piece of furniture in the room like the one he felt.*

5. People: Likeness - Concentrate only on people's facial expressions at this level.

- a) *John, could you show me how someone would look if he were afraid, surprised, cross or angry, happy, sad? Then, have the entire group of children make a face exactly like the face John made.*
- b) *John, you have nice blond hair. Could you go and find someone who has hair just like yours? Do the same thing for eye colour; posture - the way the children are sitting; height (with the children standing.)*

6. Toys - Concentrate on toys of different colours.

- a) *I am holding a toy that is red. The first five children in the circle go and find a toy that is like this one because it is red. Then have the children find toys of all the other colours.*
- b) *Using the same directions as above, direct the children to choose shapes of toys similar to the one the teacher holds up. Hold up a ball.*
 - i) *Find a toy that is round like this toy. (ball, bead, plates, toy pots, wheels, etc.)*
 - ii) *Find a toy that is square like this block. (blocks of different sizes, puzzles, peg boards, dump on a truck, etc.)*

Likenesses - Fourth Level

1. Animals - Farm Animals, Zoo Animals, Pets

- a) *How are the following animals alike?*
 - i) horse, donkey (ride, bodies, farm)
 - ii) cow, goat (milk)
 - iii) chicken, ducks (feathers, eggs, poultry)
 - iv) calf, lamb (baby animals)
- b) *What other farm animals . . .*
 - eat grass like the cow (horse, sheep)
 - lay eggs like the hen (goose, duck, turkey)
 - give milk like the cow (goat)
 - have long tails like the horse (cow, donkey)
 - have many babies like a cat (dog, pig)
- c) *How are the following animals alike?*
 - a tiger and a lion
 - a deer and a moose
 - a rabbit and a frog

Animals (Cont'd)

- a camel and an ostrich
- an elephant and a hippopotamus
- a fox and a coyote
- a turtle and a snail

2. Fruits and Vegetables

- a) I am going to read you the names of some fruits, vegetables, and meats. If the foods are the same (same colour, grow the same, start with the same sound) then I want you to stand up. If they are not the same, do not stand up. Be ready to say why they are the same.
- peas, beans, lettuce (same colour) - all vegetables
 - potatoes, parsnips, pears -(same beginning sound)
 - strawberries, pumpkins, cucumber (grow the same)
 - pineapple, pumpkin, peaches (same beginning sound)
 - apples, tomatoes, strawberries (same colour)
- Insert one that is not the same.
- b) Have the children say the name of a fruit or vegetable that is alike in colour. *What fruit or vegetable is*
- red like an apple (strawberries, tomatoes, raspberries)
 - green like a cucumber (lettuce, green grapes, peas, beans)
 - orange like a carrot (oranges, pumpkins)
 - yellow like bananas (lemons, grapefruit, pears, peaches)

3. Clothing - How are they alike?

- a) I am going to say the names of three articles of clothing. I want you to tell me how all of the articles of clothing are alike.
- raincoat, rainhat, boots (wear in rainy weather)
 - slippers, sandals, shoes (wear on your feet)
 - hat, scarf, mittens (wear in cold weather)
 - glasses, goggles, sun glasses (wear over your eyes)
 - shorts, swim suit, sandals (summer clothes)
 - hat, sun bonnet, tam (wear on your head)
 - gloves, mittens, rings (wear on your hand)
 - beads, scarf, tie (wear around your neck)
- b) Explain to the children that some clothing is considered the same because you wear it in the same season or on the same occasions. Have the children name some articles of clothing for the following clothes:
- like you would wear in the summer time
 - like you would wear to the beach
 - like you would wear to go skiing
 - like you would wear to a fancy party
 - like you would wear to play hockey
 - like you would wear to gym class
 - like you would wear on a rainy day

4. Household Objects - How are they alike?

- a) How are the following household objects alike?
- a cup, a glass, a straw
 - a spoon, a knife, a fork
 - a skillet, a saucepan, a frying pan

Household Objects (Cont'd)

- a chair, a stool, a rocking chair
- a blender, a mixer, a spoon
- a dresser, a cupboard, a closet
- a lamp, a swaglight, a floor lamp

- b) Find pictures of several different tables, chairs, lamps, pots and pans. Place all of the pictures along the chalkboard ledge and have the children come up and select the pictures of household objects that are alike. E.g.,
- diningroom table, coffee table, kitchen table
 - bedroom lamp, floor lamp, swag lamp
 - kitchen chair, livingroom chair, high chair
 - frying pan, saucepan, pie pan
- Ask the children to tell why they chose the pictures.

5. People - How are they alike?

- a) Use large pictures showing people in different places. E.g., the country
- the city
 - living in an apartment
 - walking in the park
 - riding on a bus
 - waiting for a plane
 - going into school
 - sitting at the dinner table

Hold up a picture and ask the children how the people in the picture are alike.

- they are all in the same place
- they are all doing the same thing, etc.

- b) Again use large pictures of people in different jobs. E.g.,
- nurses in the hospital
 - firemen at a fire
 - garbagemen collecting garbage
 - policemen directing traffic
 - soldiers marching
 - postmen delivering mail

Hold up a picture and ask the children how the people in the picture are alike.

- wearing the same clothes
- doing the same job, etc.

6. Toys - How are they alike?

- a) Find pictures of toys that are the same, i.e., several different dolls, several different trucks, cars, balls, guns, wagons. Have the children find the toys that are alike and tell why they are alike. E.g., choose the pictures of several dolls - girls' toys - all dolls - wearing dresses, etc.
- b) Again, using pictures, have the child pick out toys . . .
- like a baby would play with
 - like a small boy would play with
 - like a little girl would play with
 - like a big boy or girl would play with (two wheel bike, record player,

Toys (Cont'd)

skateboard), etc.

Encourage the children to find similarities in their own environment and the things they do each day. Ask: How are you and I alike?

- we live in the same city
- we go to the same school
- we are in the same class
- we are both people, etc.

Likenesses - Fifth Level1. Animals: How are they alike?

- a) Encourage the children to begin looking at animals living in specific countries or areas. The children may like to do a little research in the library on animals from different countries or areas after you do this lesson. *How are all of these animals alike?*

- beaver, caribou, buffalo (Canada)
- camel, roadrunner, snake (desert)
- lion, elephant, crocodile (Africa)
- koala bear, kangaroo, sheep (Australia)
- cows, horses, pigs (farm)
- monkey, giraffe, lion (Africa or zoo)

- b) Have the children find different animals that are alike because they live in the same place. E.g.,

- live in a tree
- live on the ground or underground
- live in a nest in a tree or high place
- live in the water

Give the name of an animal and have the children give the names of other animals that live like this animal. You could possibly divide the class into two groups and award points to the team which answers first.

Highest score wins.

- rabbit - groundhog, gopher, mole
- whale - other names of fish
- crow - other birds
- cow - other farm animals
- ants - worms, snakes
- bear - fox, wolf, raccoon
- eagle - hawk, other high-soaring birds
- elephant - giraffe, hippopotamus

2. Foods - How are they alike?

- a) By this level the children should be familiar with the categories of the Canada Food Guide. (Dairy Products, Fruits, Vegetables, Breads and Cereals, Meat and Fish).

After the children are familiar with the different foods in each category, give them a list of food and ask them to say how these foods are alike.

- ie. - milk, cheese, ice cream (all dairy products)
- hamburg, chicken, fish (meats)
 - tomatoes, carrots, lettuce (vegetables)
 - oranges, apples, grapefruit (fruits)
 - oatmeal, bread, rolls (bread & cereals)
 - eggs, cheese whiz, milk (dairy)
 - peaches, pears, grapes (fruits)

Foods (Cont'd)

- carrots, peas, potatoes (vegetables)
- peanut butter, turkey, beef (meats)

- b) The children should also be aware of the different kinds of foods that are made from the same food. i.e., tomatoes - tomato juice, tomato soup, canned tomatoes.

Have the children see if they can tell you how these foods are alike. (made from the same food source)

- apple cider, apple pie, apple sauce (apples)
- catsup, tomato soup, tomato juice (tomatoes)
- cheese, ice cream, butter (milk)
- hamburger, steak, roasts (beef-meat)
- bread, cereal, noodles (wheat)
- raisins, grape juice, wine (grapes)
- onion rings, onion soup, fried onions (onions)
- canned cherries, cherry jam, cherry juice (cherries)
- french fries, potato soup, mashed potatoes (potatoes)
- lemon juice, lemon pie, lemonade (lemons)
- egg nog, scrambled eggs, omelette (eggs)
- pork chop, ham, sausage (pork meat)

General Categories for Level 3

- a) Synonyms . . . alike in meaning. Give stimulus; get response:

big - huge, large
 little - small, tiny
 necessary - needed, required
 damp - wet, moist
 fast - quick, rapid
 happy - glad, joyous, pleased
 angry - mad, upset, irritated
 gather - collect, save

- b) Ask the children to state how the following are alike?

- January, May, June (months)
- car, train, bus (vehicles)
- pyjamas, housecoat, nightgown (bed clothes)
- apples, oranges, grapes (fruits)
- shoes, slippers, boots (worn on feet)
- hours, days, weeks (time)
- sky, try, fly (rhyme)
- carrots, peas, corn (vegetables)
- houses, tents, apartments (dwellings)
- newspaper, book, magazine (things to read)
- pencil, pen, crayon (things to write with)
- circle, square, triangle (all shapes)

Encourage the children to discuss likenesses.

- c) Begin to have the children question why things are alike for themselves. Have one child make up a list of things that are alike to test the class. They might enjoy taking turns each day or each week. They could ask such questions such as:

1. How are a bike and wagon alike?
2. How are a shoe and a sock alike?
3. How are a spoon and a fork alike?

4. How are an orange and an apple alike?
5. How are a carrot and a beet alike?
6. How are a train and a bus alike?
7. How are newspaper and book alike?
8. How are typewriter and pen alike?
9. How are house and school alike?
10. How are lake and river alike?
11. How are rocket and airplane alike?
12. How are pen and pencil alike?
13. How are rain and snow alike?

Likenesses - Sixth Level

At this level you may wish to review the likenesses for animals of different countries, foods (the Canada Food Guide), People from different countries, clothing worn by various groups or nationalities. Show likenesses in science, health and social studies. Encourage the children to see similarities in things. Questions such as the following may be asked:

- a) How are Toronto and Montreal alike or similar?
 - both cities
 - both in Canada
 - both have subways
 - both have tall buildings (Toronto T.D. Centre, Montreal Place Ville Marie)
 - both have International Airports
 - both on major waterways
- b) How are the Toronto Star and the London Free Press alike or similar?
 - both newspapers (English)
 - both serve cities
 - both Canadian newspapers
 - both report news items
 - both have editors, cartoonists, headlines, advertisements, etc.
- c) How are a fireman and a policeman alike or similar?
 - both wear uniforms for their jobs
 - both serve/protect the people
 - both have very important jobs
 - both have special vehicles for their jobs (police car, fire engine)
 - both have dangerous jobs
- d) How are the telephone and the light bulb alike or similar?
 - both help all people
 - both were important discoveries
 - both add enjoyment to life
 - both are necessary in our homes today
 - both electric

Likenesses - Seventh Level

For this level you could review all of the levels that have gone before and again use your science, social studies or health topics for likenesses in auditory association. The procedure would be the same as in the other levels but the topics would be developed in more detail. Questions such as

the following may be asked:

- a) How are the Prime Minister of Canada and the President of the U.S. similar?
 - both leaders of countries
 - both have a great deal of power
 - both are renowned men
 - both are elected by the people
 - both answerable to an elected parliament or house
 - both have limited term of office
- b) How are newspapers and radio similar?
 - both have a wide audience
 - both keep the people informed
 - both have many people working for them, etc.
 - both paid for by advertising
- c) How are England and Australia alike or similar?
 - both are countries
 - both are English speaking
 - both are surrounded by water
 - both belong to the Commonwealth
 - the Queen is the official head of each country
 - each country has a Prime Minister
- d) How are General Motors and Ford (companies) alike or similar?
 - both are large companies
 - both make cars and trucks
 - both hire a large number of people
 - both are world wide
 - both are well-established companies
 - both are profitable
 - both make products that compete with the other's
 - both companies are publicly owned

Encourage students to discover other examples of likeness on their own.

4.3 MATCHING

First Level

1. Animals

- a) Provide the children with plastic animals and pictures of animals. Ask the children to match them.
- b) Make a chart with pictures of animals and matching flash cards. Ask the children to match the flash card with the picture.

2. Fruits and Vegetables

- a) This is an apple. The apple is red. This is a piece of paper. The paper is red. Instruct three children to find a red paper and place a red apple on top. The colours match. Continue with other fruits and vegetables.

Fruits and Vegetables (Cont'd)

- b) Find a picture of a fruit that matches a vegetable because it is the same colour.
- | | | |
|--------------|---|-----------------|
| orange | - | carrot, pumpkin |
| lemon | - | yellow beans |
| green grapes | - | lettuce |
| cherry | - | tomato |

3. Clothing

- a) Mary is wearing red today. Can anyone find a person wearing red just like Mary? Find a matching colour. John's coat has a hood on it. Find another coat that matches John's.
- b) Here are pictures of dresses, pants, coats, boots, hats, shoes, and mittens. I'll give you one picture. Find a picture that looks the same. Find a picture that matches this one.

4. Household Objects

- a) Use kitchen utensils - forks, knives, spoons of various sizes. Ask the children to match the one the teacher holds up.
- b) Use pots and pans of small, medium and large sizes. Teacher holds up a pan and asks the children to find a pot the same size that matches. (Pictures may be used).

5. People

- a) Ask the children to look around the room and stand beside someone whose hair colour matches their own. (Continue with eyes, height, ethnic origin, other attributes).
- b) *Here are pictures of twins. The two children look the same. I will hide one picture and give the other picture to Bob. Match the twins.*

6. Toys

- a) One Christmas the elves gave the boys and girls socks that didn't match. (Distribute a sock to each child). Can you help the elves? Find someone who has a sock that matches yours. Stand beside the person with a sock that matches.
- b) Here are some blocks. Some are big; some are small, some long and some short. Let's all work together to match the blocks.

Second Level

1. Animals

- a) I am going to name some farm animals. Stand up (or clap, or raise hand) when you hear the same animals. Listen for the words that match because they sound the same -
- i) goose, hen, goose, lamb, goose, horse, calf, goose, duck, pig, goose

Animals (Cont'd)

- ii) goose, hen, lamb, goose, horse, hen, pig, duck, lamb, horse, cow, lamb, horse, hen, cow
- b) Repeat the activity for pets and zoo animals. *Match the animals that sound the same by . . .*
 - i) Zebra, lion, giraffe, lion, leopard, zebra, tiger, giraffe, camel, bear, tiger, camel.
 - ii) Kitten, dog, mouse, dog, canary, hamster, kitten, canary.
- c) Here is a picture of a zoo; a picture of a barn, and a picture of a house. Listen for the names of the animals and point to the picture of where they live. - pig, camel, cat, horse, cow, dog, lion, zebra, budgie, calf, tiger, giraffe, lamb. etc.

2. Fruits and Vegetables

- a) Have a bag of fruit - two of each kind. Ask a child to feel two fruit that would match. Have a bag of vegetables. Ask a child to feel two vegetables that match.
- b) *I will draw a fruit.* Ask the children to draw a fruit that matches the one on the chalkboard. *What is the name of this fruit? I will draw a vegetable.* Ask the children to draw a vegetable that matches the one on the chalkboard. *What is the name of the vegetable?*

3. Clothing

- a) Provide cut-out dolls with matching clothes to put on the dolls. Ask the children to dress the dolls in clothes that match.
- b) Provide a ditto of various pieces of clothing. *Colour the sweater. Make your picture match mine, etc.*

4. Household Objects

- a) Mother is getting the dinner ready and would like help to set the table. There are four people in this family - mother, father, brother, and sister. Each one must have a matching knife, fork, spoon, cup, saucer, and plate. Who could put the matching forks on the table? (Have some that do not match) Continue until the table is set.
- b) Give each child a paper towel. Mother bought some new towels that had yellow circles on them. Take your yellow crayon and make all the towels match. Use this same idea for wash-cloths, tea-towels, curtains, bedspreads, etc.

5. Pair

- a) Show me your shoes. Find shoes that match. John, your own shoes match. This shoe is just like that shoe, etc. Use mittens, socks, boots, etc.
- b) Here are some pictures. Find two that match to make a pair. (socks, shoes, candles, lamps, cushions, chairs, boots, etc.)

6. Shapes

- a) Cut out a pair of rectangles, triangles, squares, circles, and hide

Shapes (Cont'd)

the shapes around the room. *Who can find the matching triangles?*, etc.

- b) Prepare a ditto of objects that match yet are specific in shape - two balls, two windows, two triangular shaped steeples, two doors, two square tables, etc. Draw a line to the pictures that match one another.

Third Level1. Letter Recognition

- a) Listen to the words that begin with the same letter sound. You match the sound of this letter. Listen to these words. Put up your hand when I say a word that starts with the same sound. Listen for the matching sound.

soon	apple	tree	sun
took	boy	lake	barn
pie	pear	fork	piano , etc.

2. Fruits and Vegetables

- a) Cut out several fruit of different sizes: oranges, pears, bananas, lemons, grapefruit, grapes, etc. Ask the children to work in groups to match the fruit according to size, then colour, etc. Cut out several vegetables of different sizes - carrots, beans, potatoes, corn, cabbage, etc. Ask the children to match the vegetables according to size, then colour, etc.
- b) Provide a ditto of two pictures of each fruit. Ask the children to colour them so they will be matching.

3. Clothing

- a) *Susan wanted to match all of her clothes. Draw a picture of Susan. Colour it. Tom wanted to match all of his clothes. Draw a picture of Tom. Colour it.*
- b) Line the children into two rows facing each other. Whatever number one child wants to wear in team one, then number one child in team two must match it. Continue down the line. Each team scores a point as long as the repeated sentence is the same.

4. Echo

- a) The teacher makes a sound "oo". Ask the child to match your sound. Vary the sound, pitch of voice, etc.

- b) I will sing a few notes. You match my sounds. oo oo

Now match my words. How ^{are} you?
Come ^{over} here etc.

- c) Repeat 3 words. Ask a child to repeat the matching words only. Listen.

ball top top
red white red

by tie by
like pet pet

Echo (Cont'd)

big	small	big
fun	man	fun
star	star	tar
sheep	seat	sheep

bag	big	bag
show	chew	shoe
think	think	sink
ball	all	ball

Fourth Level1. Numbers

- a) I have a card with numbers on it. Look at it carefully. 3 6 8
Remove the card. Ask the children to make a card to match the one they saw. Continue to four and five numerals.
- b) Make a card with shapes . Have children match. Distribute a piece of paper with three boxes on each line to each child. Ask the children to listen. I will tell you what to do. Put the pencils down and wait until I have finished. Ready. 4 2 1. Put the numbers in the first box. Match what I said. Listen for the next box of numbers - 3 9 4. In the third box, draw , etc.

2. Facial Features

- a) Ask the children to fold the paper into three parts. In the first line make three faces with matching eye colour. In the second line, make three faces with matching hair styles. In the third line, make three faces with matching smiles, etc.

3. Vehicles

- a) Show the children different models of cars. Find the cars with matching body style, matching colour, matching headlights.
- b) Make a collage of matching cars, trucks, bicycles, etc.

4. Clothing

- a) Ask the children to draw pictures of clothing. Match the pockets on the coat; match the buttons; match the collars on the shirts. Match the sleeves on the sweaters, etc.
- b) Using pictures of children cut from magazines, discuss the clothes that match in each picture. *This girl has a red dress and matching red socks. That girl has a blue jumper and matching blue berets. This boy has blue jeans and a matching blue jacket, etc.*

4.4 Categorization and ClassificationFirst Level1. Animals

- a) Place several toys, animals, shapes, etc. on table. Ask children to name each. Then place 3 or 4 animals on the table, get the names again and explain that these are animals. Remove them and ask a child to select several animals and place them on the table, giving their names. Repeat this with toys and shapes. Ask for names of other animals (toys, shapes).

Animals (Cont'd)

- b) Act out - Vocalize - describe.
In the gym or other open space have children pretend to be the animal named by the teacher: rabbit, frog, duck, dog, etc. Next have them pretend to be an animal of their own choice. Let others identify the animal from the acting out, describing, imitation of sound.

2. Food

- a) Place a variety of objects and some real examples of food in a box. Have the child come up and choose something to eat from the box and place it on the table. The teacher should say: "We eat food. Come and choose some food and place it on the table."
- b) Using real examples of food or empty boxes or cans with the labels still on them, tell the children we are all going shopping for food. If possible, it would be great to have a shopping cart for the children to place their food choices in.

Teacher says: Today we are going to go shopping and buy some food. "Jane, would you come up and choose two foods that you would like to buy." After each child has a turn, the teacher should ask the children - What were we shopping for today? - food

3. Clothes

- a) Using a box or bag filled with doll's clothes or the children's own clothing, along with a variety of other objects, ask the children to come up and choose an article of clothing to place in a plastic clothes basket.

Teacher says: Today, we have to do our laundry. We need some clothing to wash. Place it in the clothes basket.

- b) Ideally this should be done in the winter, when the children wear a lot of extra clothing. This could be done each day, fifteen or twenty minutes before dismissal time. Have the children go and get their clothing to wear home and come and stand in a circle. They can lay their clothing on the floor beside them.

Teacher says: Everyone pick up one piece of clothing and hold it in your hand. (Teacher may go around the circle and have them tell what piece of clothing they are holding up.) Now, as quickly as you can put that piece of clothing on. Then have them pick up another piece of clothing until the children are dressed.

4. Toys

- a) Tell the children that tomorrow they are to bring a favourite toy to school. The next day have them sit in a circle and ask, "What toy did you bring today?" The children should answer the question, in turn, and then place the toy on a table. Later they take turns going to the table to find their own toy.

Toys (Cont'd)

- b) Distribute toys and other things around the room. Ask children to bring you a toy. Give positive reinforcement. If a child brings something that is not a toy, explain...then make two piles of things: toys and not-toys. Practise.

Second Level

1. Animals

- a) Have an "animal hunt". Before the children arrive, hide many plastic representations of animals throughout the room. Tell the children that some animals have escaped. (Possibly show them a table with a home made fence around it with no animals inside and one side of the fence down.)

Teacher says: Today we are going on an "Animal Hunt". We must be very quiet so the animals do not hear us coming. Quietly walk throughout the room and search for hiding animals. When you find an animal, bring it back and put it inside the fence on the table.

- b) Use a large felt board and several felt animals. Tell the children we are going to watch an "Animal Parade". Have the children take turns placing a felt animal on the board. Once all of the animals are placed on the felt board, ask the children, "What are all of these animals?"- farm animals. Repeat the activity using zoo animals.
- c) Farm Animal Guessing Game. Read a riddle to the children and ask the questions. Use either a picture or objects of farm animals until the children do not need visual clues and depend only on auditory skills.
- i) I live in a pen.
I am very fat. I have a short curly tail.
What am I?
What do I say?
Where do I live?
 - ii) I am a large farm animal. I can run very fast. I can give you a ride on my back.
What am I?
What can you do with me?
 - iii) I live on a farm. I eat grass. I give you milk.
What is my name?
What am I?
What do I say?

You also use the same idea for a Zoo Animal Guessing Game.

- i) I live in a zoo. I have very long legs and a very long neck.
What am I?
- ii) I am the world's largest land animal. I am grey with a long trunk. What am I?
- iii) People say I look like a horse. I am black with white stripes.
What am I?

2. Food - Fruits and Vegetables

- a) Bring as many real fruits and vegetables into the classroom as possible. Place these on a table for the children to pick up and handle. Using a four quart basket, tell the children we are going to make up a Fruit Basket. Have the children take turns going to the table and choosing a fruit to put in the fruit basket.
(The same activity may be used with vegetables to make a Vegetable Basket).
- b) Make up riddles about each fruit and vegetable. Here again you could have the children make a fruit basket and a vegetable basket in which to put the fruit and vegetables.
 - i) I am a fruit. I am round and red. Find me and put me in the fruit basket.
 - ii) I am a vegetable. I am long and orange. Rabbits like to eat me. Find me and put me in the vegetable basket.
 - iii) I am a fruit. I am long and yellow. Monkeys like to eat me. Find me and put me in the fruit basket. etc.
- c) Using pictures of fruit and vegetables, ask the children to find pictures of fruit and place them beside the child who plays "Farmer Brown". Repeat the activity for vegetables.
- d) A game called, "Upset the Fruit Basket". Give each child the name of a fruit. Remove one chair so that one child will be without a place to sit, like musical chairs. The teacher or a child may be the caller who says:
 - i) "Upset the bananas and apples". All the bananas and apples change places.
 - ii) "Upset the oranges and grapes." All the oranges and grapes change places.
 - iii) "Upset the fruit basket." Everyone changes.
- e) Repeat the game with "Upset the Vegetable Basket".

3. Clothes

- a) String a clothes line across the classroom. Have a clothes basket filled with many different articles of clothing and a few clothes pegs. Instruct the children to hang the clothes on the line to dry. Then ask, "What did we hang on the line?" - Clothes.
- b) Using a large cut out doll and a wide selection of clothing, instruct the children to dress the doll according to the weather, i.e., clothes suitable for a rainy day; a snowy day; going to the beach; to church; to bed, etc.

4. Toys

- a) Make a large picture of a toy box on the chalkboard. Place a selection of toy pictures plus other pictures on the table. Children choose a

Toys (Cont'd)

picture of a toy and paste it on the toy box. Then ask the children to find a picture of a toy to put in the toy box.

- b) Ask each child to bring a small box from home. Instruct the children to decorate the TOY BOX. Give each child five small squares of paper and a box of crayons.

Teacher says:

- i) Choose a crayon and one piece of squared paper.
- ii) Draw a picture of a toy that you like on the squared paper.
- iii) Put the picture of the toy inside your toy box.
- iv) Repeat the instructions until the children have drawn a picture of a toy on each square of paper.

5. People

- a) Family Members - Draw a large outline of a house on the chalkboard. Draw pictures of people that could be family members. Ask the children to find the picture of a person or pet who would be a member of their families. Place the picture inside the house.
- b) Community Helpers - Place pictures of Community Helpers along the chalkboard. Ask the children to listen and find the correct picture for each riddle.
- i) I come to your house every day to deliver letters and packages. Who am I?
 - ii) I keep your city safe. I help direct traffic and return lost children to their homes. Who am I?
 - iii) I ride in a big red and yellow truck with a hook, ladder, and some hoses. My job is to put out fires. Who am I?
- c) Say the following words and ask the children to indicate which two words go together. Use as many of the Community Helpers as possible.
- barber, medicine, hair
 - teacher, school, train
 - policeman, truck, traffic
 - mailman, letters, tickets
 - doctor, homes, medicine
 - dentist, toothache, vitamins
 - fireman, butter, bread

6. Tools

- a) Place a few tools and other objects on the table. Ask the children to name the tools and put them into the tool box. Repeat the procedure and ask the children to give the function of each tool.
- b) Use pictures of tools and a large workbench. Ask the children to select and name the pictures of tools and place them under the picture of the workbench.

7. Furniture, Appliances, and Fixtures

- a) Use a collection of pictures of furniture found inside and outside the house. Instruct the children to find something that would go inside or outside your house, name it, then place the picture in the appropriate place.
- b) Name the following words that are pieces of furniture and tell which items go together:

bed	stove	desk
refrigerator	bed	chesterfield
table	bathtub	chair
television	sink	radio
washer	bookcase	dryer
	toilet	

Third Level

1. Animals

- a) Classify these animals:
 animals with horns - deer, goat, rhinoceros, cow
 animals with feathers - chicken, turkey, goose, duck
 animals with spots - leopard, fawn, holstein cow, appaloosa horse
- b) Dramatize the following classification:
 Teacher says:
- | | | | | |
|----|--------|----------|-----------|----------|
| M/ | monkey | rabbit | groundhog | leopard |
| | robin | whale | housefly | shark |
| | fish | horse | bat | snake |
| | crow | elephant | butterfly | squirrel |
- c) Place pictures of animals around the room. Ask the children to find the animals which live in different homes - e.g., in a nest, hive, etc.
- | | | | | | |
|--------------------|---|---|--------|---|-------------------------|
| hive | - | bee | den | - | bear, fox |
| ocean | - | whale, seal, dolphin | web | - | spider |
| tree | - | squirrel, opossum, raccoon | burrow | - | rabbit, groundhog, mole |
| in or under ground | - | ant, snake, worm, all burrowing animals | | | |

2. Food

- a) Concentrate on subtle differences between fruit and vegetables that:
- grow on vines - cucumbers, squash, pumpkin, grapes
 - grow on trees - cherries, oranges, pears, apples, peaches
 - grow underground - potatoes, parsnips, onions, carrots, beets
 - grow on plants - strawberries, tomatoes, beans, peas
- b) Have the children listen to the names of things to eat and tell the name of the colour associated with each - e.g., apple - red:
- | | | |
|--------------|----------|-------------|
| bananas | cherries | lettuce |
| peas | coffee | grape jelly |
| orange juice | sugar | tomatoes |
| milk | cheese | grapefruit |
| bread | lemon | carrots |

3. Clothes

Using pictures, place all of the clothing cards along the chalkboard ledge. Have the children select the clothing appropriate for questions such as the following:

What hats might be -

- worn by a person at sea
- worn by a person in show business
- worn in winter

What shoes might be

- worn by a person in show business
- worn in winter/summer
- worn by different members of the family

4. People - Family Members - Community Helpers

- a) Have the children listen to the sentences and complete each one with an appropriate word. At this level it may still be necessary to use pictures of family members to show associations. Try to remove the pictures as soon as possible so the children rely only on auditory skills.

- boy is to brother as girl is to (sister)
- man is to woman as grandfather is to (grandmother)
- man is to uncle as woman is to (aunt)
- man is to father as woman is to (mother)

- b) Say the following words and ask the children to indicate which two words go together. Use as many of the community helpers as possible.

- barber, medicine, hair
- teacher, school, train
- policeman, truck, traffic
- mailman, letters, tickets
- doctor, homes, medicine
- dentist, toothache, vitamins
- fireman, butter, bread

5. General Classification

- a) Place a calendar where the class can see it. Say, "I am going to say a word and I want you to tell me if it is a month, a day of the week, or the weather. Say the following slowly and ask the children to classify each:

October	Saturday	April	Wednesday
Sunday	sunny	windy	August
November	Friday	raining	snowy

- b) Ask the children to complete the sentence by naming the category.

cow is an (animal)
 carrot is a (vegetable)
 red is a (colour)
 beef is (meat)
 hammer is a (tool)

General Classification (Cont'd)

dress is (clothing)
 house is a (building)
 circle is a (shape)
 plate is a (dish)
 rose is a (flower)
 apple is a (fruit)
 chair is (furniture)

- c) Discuss with the children the different expressions of quantity i.e., a bunch of grapes; a dozen eggs, a pair of shoes, etc. Divide the class into two groups. The group with the highest score wins.

a pair of _____ (shoes, scissors)
 a bottle of _____ (coke, perfume)
 a jar of _____ (jam, pickles)
 a pound of _____ (butter, coffee)
 a bushel of _____ (potatoes, apples)
 a dozen _____ (oranges, eggs)
 a team of _____ (players, horses)
 a can of _____ (peas, tomatoes)
 a bunch of _____ (bananas, grapes)
 a bag of _____ (sugar, flour)
 a roll of _____ (waxed paper, tin foil)
 a slice of _____ (cheese, cucumber)
 a loaf of _____ (bread)

- d) Say: I would like to tell you about some people who have special kinds of feelings. I want you to decide whether the person felt angry, sad, happy, or afraid, and tell why you think he felt that way. Accept all reasonable answers.

John broke his arm. He felt _____.
 Susie had a scary dream one night. She felt _____.
 Paul lost his pet rabbit. He felt _____.
 The children received a balloon from the clown. They felt _____.
 Jimmy broke John's new toy truck. John told him he could not play with it. John felt _____.

- e) Have the children pretend to be librarians. They are to help find books about different subjects. Ask for a classification for each subject:

pigeons	birds	jet plane	airplanes
elephant	animals	baseball	sports
rose	flowers	stamp collecting	hobbies
hockey	sports	house	buildings
macrame	hobbies	typewriter	machines
Superman	people	a famous event	history
Lassie	animals, literature		

General (Cont'd)

- f) Listen carefully and tell which of the following go together and why:

soap, water, train
 penny, apple, dime
 comb, hair, toys
 ball, fish, throw
 pencil, write, box
 skate, eyes, ice
 wrench, hammer, box

- g) Give the children three words that go together. Tell the children to say another word that belongs with their group. i.e., Tuesday, Monday, Friday _____ you might add Wednesday, another day of the week.

apple, orange, peach _____
 one, seven, nine _____
 summer, winter, fall _____
 carrot, potato, lettuce _____
 hockey, tennis, football _____
 dresser, bed, chesterfield _____
 cow, horse, duck _____
 school, church, store _____
 cup, saucer, bowl _____

- h) Ask the children to suggest a title for four words you say:

- | | | |
|----|--|------------------------------|
| a) | goldfish, dog, cat, turtle | (pets, <u>title</u> animals) |
| b) | mother, girl, sister, aunt | (people) |
| c) | Canada, England, Africa, The United States | (countries) |
| d) | howl, whine, bark, yip | (animal noises) |
| e) | horse, cow, pig, lamb | (farm animals) |

- i) Listen to these words. One word does not belong. Why?

seven, nine, dog, five
 apple, orange, banana, tree
 milk, juice, money, pop
 bus, car, train, paper
 dog, apple, cat, cow
 policeman, fireman, pencil, postman
 ball, tree, kite, doll
 house, road, school, church
 box, hammer, saw, chisel
 cup, table, glass, plate
 pencil, pen, chalk, paper
 chair, table, book, bed

Fourth, Fifth, and Sixth Levels

1. Review with your class the categories of Animal, Vegetable, and Mineral, i.e., Animal: living things that move, eat, produce young, or anything made from animals or animal products; Vegetable: anything that grows in the ground, or anything made from plants or plant products; Mineral: Anything that is neither animal or vegetable.

Select two teams giving each a point for a correct response.

A - Animal; M - Mineral; V - Vegetable

hen (A)	jam (V)	peanut (V)
door knob (M)	pig (A)	gun (M)
bread (V)	feather (A)	sparrow (A)
scissors (M)	penny (M)	bricks (M)
banana (V)	pencil (M/V)	cheese (A)

(This could also be played as a game of twenty questions. The child would give the category - Animal, Vegetable or Mineral and the children would ask twenty questions. If the class cannot guess the item, the same child gets another turn. The class may only ask a question with a "Yes" or "No" answer.

2. Use picture cards of animals - tiger, lion, bear which come from the WILD ANIMAL GROUP. You might have a crow, eagle, owl, chicken which come from the BIRD GROUP. Then you might have a housefly, ladybug, mosquito which come from the INSECT GROUP. Distribute the pictures randomly to the children. Appoint a group leader for each category: BIRDS, WILD ANIMALS and INSECTS. Ask the children to stand behind the appropriate leader; then individually make a sentence about the picture and the group to which it belongs. i.e., The crow belongs to the bird group.
3. Tell the children you are going to say a list of words of either the name of a four-legged animal, an insect or a number. Stand up and sit down if the word is a four-legged animal, clap hands for an insect, tap foot for a number.

i) five	elephant	lady bug	giraffe
horse	four	twenty	thousand
housefly	ant	camel	spider
nineteen	polar bear	lion	seven
cricket	thirty	bee	Kangaroo

ii) Two-word combinations

two mosquitoes	three cows	sixteen spiders
eleven horses	five bumblebees	thousand bugs
nineteen ants	seven camels	four buffaloes
six elephants	eight butterflies	nine rhinoceros
five lambs	ten wasps	one moth

Food

1. Using the various classifications in the Canada Food Guide - Milk or Dairy Products, Fruit, Vegetables, Breads and Cereals, Meat and Fish, call out the names of foods and ask the children to name the classification.

ice cream	- (Milk or Dairy Products)
tomato juice	- (Vegetables)
shredded wheat	- (Bread and Cereals)
oranges	- (Fruit)
cheese	- (Milk or Dairy Products)
hamburg	- (Meat and Fish)
fish sticks	- (Meat and Fish)
eggs	- (Dairy Products)

Food (Cont'd)

2. Name three words in one classification of the Canada Food Guide and ask the children to add one more word in the same classification.

A - bread, oatmeal, cheerios _____.

B - apples, grapes, banana _____.

C - carrots, onions, beans _____.

D - ice cream, milk, butter _____.

E - fish, hamburg, steak _____.

General:

1. Tell the children three words which belong to one general group and ask them to name it.

A - Charles, Frank, John (names)

B - chess, checkers, monopoly (games)

C - Canada, Australia, Africa (countries)

D - Atlantic, Pacific, Indian (oceans)

E - A, X, Q (letters)

F - dollars, dimes, quarters (money)

G - bass, pickerel, cod (fish)

H - rose, zinnia, petunia (flowers)

2. Which word does not belong? Why?

nine, green, twelve, eight

milk, tea, toast, coffee

nickel, dime, penny, spend

running, hopping, jumping, sitting

Chevrolet, Ford, Sunbeam, Pontiac

custodian, school, principal, teacher

3. Say four words and ask the children to tell which two words go together best.

i.e., book, gas, teacher, read

car, needle, wing, wheel

grass, dog, tree, green

laces, shoes, traces, faces

dentist, walk, teeth, had

cup, head, hat, copy

plow, bus, hour, clock

4. Antonyms - Synonyms

Name two words. Ask the children to tell whether the words are antonyms or synonyms.

- | | |
|-----------------------|------------------------|
| 1. sad - happy (A) | 6. goodbye - hello (A) |
| 2. finish - end (S) | 7. angry - mad (S) |
| 3. rough - smooth (A) | 8. wiggle - squirm (S) |
| 4. empty - full (A) | 9. fast - slow (A) |
| 5. timid - shy (S) | 10. male - female (A) |

AUDITORY ASSOCIATION

4.5 PROBLEM SOLVING

First Level

At this level the child needs the visual along with the auditory stimulation. Therefore it is a good idea to use concrete objects then pictures for problem solving whenever possible.

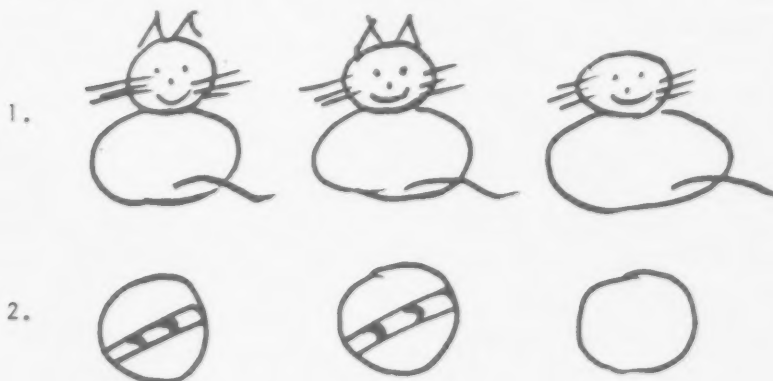
1. Using a very large cut out in the shape of a person, ask the children to assemble the pieces of the person correctly. Then tell the children to close their eyes while the teacher removes one piece of the person. Tell the children to open their eyes. Teacher says: "Something is missing. Can you tell me what is missing?" e.g.,

a leg is missing
the head is missing
an arm is missing

Begin by removing large parts first and then smaller parts, requiring them to see more detail. e.g., head, ears, nose, eyes, one finger.

If a child guesses correctly, you might ask that child to come and remove a piece while the other children close their eyes.

2. After the first activity where you are working with the parts of a person's body, you may wish to carry this over into the parts of an animal's body. Large animal puzzles are very good for this. With puzzle completely assembled, have the children name the body parts of the animal. Then have them close their eyes. Remove a part of the animal and say: Something is missing. Can you tell me what part is missing? i.e., head, tail, foot, ears, body.
3. Use three pictures of objects or animals (these can be drawn on a chalkboard if you wish or on cards for future use). Two of the pictures are exactly the same but the third picture is different. Ask the children to find the picture that does not belong.



4. Show the children pictures of people doing things that are funny:

taking a bath with your clothes on
wearing winter clothes in summer
reading a book upside down
putting your hat in the fridge
standing up to sleep in bed.

Place two pictures on the chalkboard ledge - one that is correct and one that has something funny in it. Say: "Can you find the funny picture?"

5. Use several pictures of different gifts for members of the family and a picture of each family member. e.g., mother, father, sister, brother, baby, possibly dog or cat.

Place the pictures of the gifts along the chalkboard ledge. Tell the children that we are going to go shopping today. We are going to buy a gift for some people in our family. Hold up a picture of one of the family members. Say: We are going to go shopping for mother. Can you find something to buy mother?

Gifts:

mother	-	flowers, perfume, purse
father	-	slippers, hat, tie
sister	-	doll, dress, carriage
brother	-	truck, bat, ball
dog	-	bone, collar, food, ball
cat	-	mouse, ball of wool, food
baby	-	bottle, rattle, clothes

Problem Solving:

Second Level

Again, at this level concrete objects and pictures should be used.

1. What's wrong? or What's missing? - dealing with the body parts of people and animals.

Tell the children that today we are going to play a game called: What's wrong with the doll? (What's wrong with the horse - other animal?) You must close your eyes. Then I will do something to the doll that makes it look funny. When you open your eyes, look and see if you can find what is wrong with the doll.

(Use an assembled manikin)

Make one of the following changes:

1. remove the arms
2. remove the legs
3. remove one foot
4. interchange the arms and legs
5. remove the ears
6. interchange the mouth and nose
7. remove the nose
8. turn the head upside down.

(You could play the same game but with an animal instead of a doll).

2. Tell the children they are to watch you very carefully. You are going to do some exercises and use your body, but some of the exercises you do are funny. The children are to say: STOP! whenever you do a funny exercise. Teacher directions: Say what exercise you are going to do but sometimes do the wrong thing.
- i.e.
1. I clap my hands. (tap your feet, nod your head).
 2. I jump up and down (shake your body, touch your toes).
 3. I touch my toes (touch your head, jump on one foot).
 4. I reach up high (touch the ground, turn around).
 5. I run and run (jump up and down, shake your foot).
3. Use a large puzzle of a person or an animal. Name the parts of the puzzle with the children. Then say: "Now, I want you to cover your eyes while I take some body parts away from our friend. When I say 'Abacadabra', you open your eyes and see if you can tell me what body parts are missing."

Remove two or three parts each time. Start with the obvious parts first. Say each time: "What body parts are missing?"

head and legs
hands and feet
nose and mouth
eyes, arms and legs

4. Tell the children a simple nursery rhyme. One that the children know very well. Say: "I want you to listen very carefully to this Nursery Rhyme because I might say something wrong and make it funny. If I say it wrong then you say: 'STOP!'"
1. Jack be nimble
Jack be quick
Jack jumped over the car.
 1. Humpty Dumpty, sat on a wall,
Humpty Dumpty, had a great party,
All the king's horses and all the
king's men couldn't put Humpty
in the wagon again.
5. Use pictures of objects that are the answers to riddles. For the riddles, you will need a picture of a bed, a shoe, a door, a tree. Place the four pictures along the chalkboard ledge. The children must pick the right picture to solve each riddle.

1. I sit on the chair,
I stand on my head,
When I get sleepy
I go to my _____. (bed)
- child finds the picture
2. My coat is green,
My hat is blue,
Today I learned
To tie my _____. (shoe)
- child finds the picture
3. A lamp on the table,
A rug on the floor,
When I want to go out,
I open the _____. (door)
- child finds the picture
4. He sits on the flower -
The fat yellow bee
He buzzes and buzzes
And flies to the _____. (tree)
6. Use picture cards of household objects. Choose objects that are definitely big or little. Place two cards on the chalkboard ledge - one is the picture of something big, the other is a picture of something little. Say: "One of these is a picture of something big and one is a picture of something little or small. Find the picture of something big or little."

Examples of Pairs of pictures:

clock and bed
scissors and bathtub
comb and sewing machine
spoon and chest of drawers
fork and stove
toothbrush and television
iron and refrigerator

7. Hold up a picture of an article of clothing. Have the children stand in a circle. When they see the picture of clothing they are to touch the part of their body on which they would wear this article of clothing. As you hold up each picture say: "Where do you wear?"

boots	coat
mittens	slippers
scarf	bathing suit
hat	

8. Use picture cards of foods and animals. Place three foods on the chalkboard ledge and then hold up the picture of an animal. The child must pick out the food this animal would eat. Say:

1. If a kitten were hungry, which one of these foods would it like to eat?
 - corn
 - milk
 - apple
2. If a bird were hungry, which one of these things would it like to eat?
 - worm
 - candy
 - carrots
3. If a squirrel were hungry, which one of these foods would it like to eat?
 - ice cream
 - spinach
 - nuts
4. If a lion were hungry, which one of these foods would it like to eat?
 - popcorn
 - meat
 - corn flakes
5. If a boy were thirsty, which one of these things would he want to drink?
 - popcorn
 - pancakes
 - lemonade

Problem Solving:Third Level

At this level it is still important to use pictures but try to get away from their use wherever possible so the children develop auditory skills.

1. Use pictures of three objects - two of which are the same and one which is just slightly different. Have the children pick out the one that is different and have them tell why it is different.
e.g., 2 girls walking one way, the third walking the opposite way.

 2 teddy bears with arms up, 1 with arms down.

 2 cats with bows on the left side of their necks,
 1 with the bow on the right side.

 2 boys with their legs crossed to the right,
 1 with his leg crossed to the left.
2. Tell the children they are going to be "DETECTIVES". They have to find what does not belong in each row of pictures. As you call each child say DETECTIVE JOHN or DETECTIVE NANCY! Show them four or five pictures of things that go together and one that does not. Say: "Detective Jane, can you find the one that does not belong and tell us why it does not belong." Children try to be good detectives. e.g.,

- 3 yellow cats, 1 grey cat
- 3 roses, 1 daisy
- 3 robins, 1 bluejay
- 3 fruits, 1 clock or 1 vegetable
- 3 farm animals, 1 elephant
- 3 policeman, 1 fireman
- 3 hats, 1 pair of shoes
- 3 stoves, 1 refrigerator
- 3 two-storey houses, 1 bungalow

3. Play a game called "Lost Person" or "Missing Persons". Have the children sitting in a circle. Choose one child from the circle to be a Police Officer. Tell the police officer that you have lost your little boy or girl. Police officer says: "What does your little boy or girl look like?" Teacher describes one of the children in the circle. The police officer must listen carefully and then go and find the person the teacher describes. That person then becomes the Police Officer.

Description: brown hair
blue eyes
red dress with white socks
black shoes
tall

4. Say a Nursery Rhyme or tell a story such as "Goldilocks and the Three Bears". It must be something that the children know very well. Change parts of your rhyme or story to make it different or sound funny. Whenever the children hear a part that is not correct, they should say: STOP! or NONSENSE! They must listen very carefully. e.g.,

Once upon a time there were three bears who lived in a little house in the woods. One day they decided to go for a train ride. While they were gone a little girl named Goldilocks came along and burned their house. etc.

5. Let's play a thinking game. I am going to call out the name of a part of your body and I want you to tell me if we have only one of that body part or two.

e.g., Head - How many heads do we have? One - That's right.

Call out some of the following:

foot	eye	knee
nose	arm	neck
head	leg	ear
mouth	ankle	hand

6. Hold up different pictures of clothing and ask: "On what part of the body do we wear this". Child points to the appropriate part of the body and says: "I wear shoes on my feet".

Encourage the children to be more verbal at this level.

rain hat	boots
scarf	sun hat
bathing suit	watch
belt	sweater
necklace	pants

7. Listen: What would you need to:

1. sweep the floor (broom)
2. drink milk (a glass)
3. stir your chocolate (a spoon)
4. cut some meat (a knife)
5. fry an egg (a frying pan)
6. wash the floor (a mop)
7. brush your teeth (toothbrush)
8. cut out a picture (scissors)

8. Tell the children that you are going to ask them some questions. Some of your questions may be silly, but some are not silly. Listen and see if you can answer the questions:

Answers: Yes, that is correct.
No, that is silly.

Ask questions similar to the following:

1. Does a cat meow?
2. Do turtles fly?
3. Does a frog jump?
4. Does a deer crawl?
5. Does an elephant meow?
6. Does a cat talk?
7. Does a ball bounce?
8. Does a pig bark?
9. Does a radio dance?
10. Do dogs bark?
11. Does a watch tick?
12. Does a worm jump?

9. Use pictures of a bear in various positions or locations. Introduce: Where-Bear. Say: Where-Bear is special because he always knows where to go and he always knows where he is. Let's play a listening game. I will show you the pictures, one at a time and you tell me if what I say about each picture is right or wrong. Say sentences similar to this:

1. The Where-Bear is going up (correct).
2. The Where-Bear is on the box (incorrect).
3. The Where-Bear is behind the tree. (in front of incorrect).
4. The Where-Bear is going around the tree (correct).
5. The Where-Bear is going up (down-incorrect).

10. Use pictures of Nursery Rhymes or stories and have the children place them in the order of happening in the rhyme or story. Begin with two pictures and work up to as many as possible. The teacher places two pictures for the children to see. Then the teacher tells the story. The children should then come and put them in the correct order.

- ie.
1. Boy waking up.
 2. Boy getting dressed.
 3. Boy eating breakfast.

STORY John woke up very early in the morning. He climbed out of bed and put on his clothes. Then he went downstairs and ate his breakfast.

Problem Solving: Fourth Level

At this level, it is a good idea to work on anticipating needs in various situations and also anticipating what would happen next in certain situations.

1. Cut out pictures from magazines showing people in various situations. Hold up a picture and discuss what is happening in the picture. Then have the children suggest what will happen next or what happened before this time. After you do this with several pictures, ask the children to suggest what would happen next.

- ie.
1. a family gets caught in the rain on a picnic
 2. the bus carrying a busload of children has a flat tire.
 3. a small boy breaks the neighbour's window with a stone. etc.

2. Today we are going to play a game. I am going to tell you about things that have happened and I want you to tell me what I need, Teacher says:

1. My car has broken down. What kind of a truck do I need? If the child guesses correctly then they pretend to call for a tow truck.
2. A man just had a heart attack. What should I call for? - the ambulance.
3. Our neighbours are out and their house is on fire. What should I call for? - a fire truck.
4. It snowed all night and the driveway is full of snow. What do I need? - a snowplough or snowblower.
5. I just put all of my garbage out at the end of my driveway. What do I need? - the garbage truck.

6. We are moving to another city and we need something to carry all of our furniture. What should I call for? - a moving van.
3. See how many people have pockets in their clothing. Ask the children to count their own pockets.
 1. What do boys like to carry in their pockets?
Girls? Men? Women?
 2. Ask if the following things can be carried in a pocket, and why?

an ice cream cone	a fish
a kitten	a fish hook
your hands	a mosquito
an egg	your sister
a rock	
4. Ask the children questions such as the following and have them answer YES or NO:
 1. Do you have five hands?
 2. Do cats have hands?
 3. Do fish have scales?
 4. Can you drink out of a table?
 5. Does medicine taste like candy?
 6. Is Karen's sister a boy?
 7. Is Tom's sister a girl?
 8. Can a fly walk upside down on the ceiling?
 9. Can a cat climb a tree?
 10. Are your arms the same as the arms of a chair?
 11. Do you walk on your feet?
 12. Do you hear with your eyes?
5. Read a few sentences to the children. Some of the sentences may be correct and some may be silly. If the sentence is correct, the child should stand and repeat it. If the sentence is silly, the child should stand and tell why it is silly. Say sentences similar to the following:
 1. A bird can sing.
 2. A cat can swim under water.
 3. An ant can tell time.
 4. Bananas are always green.
 5. A jet plane goes very fast.
 6. Elephants can fly.
6. Draw a silly face on the chalkboard. Say that today we are going to make up a true sentence and a silly sentence. Ask each child to stand in turn at the front of the room. Whisper to each child either "silly or true". The child will give a sentence like the one you asked. Then that child can ask someone. Say either "silly or true". If the child is right he may give the next sentence.

7. Listen to the sentences and tell whether they are sensible or silly. Teacher says:

1. Find a pink elephant.
2. Go and get the teacher's desk and bring it here.
3. Find a red crayon.
4. Find a zebra and place it on your desk.
5. Put your reader under your desk.

8. Discuss with the children their different senses. The five senses: touch, hearing, seeing, tasting, smelling. Give a sentence to the children and ask: How could we find out if this sentence is true? Children answer: We could taste it; touch it, hear it, see it, smell it. Give sentences similar to the following:

1. Lemons are sour.
2. Mary wears perfume.
3. The drums are loud.
4. Mary has a blue dress.
5. The cake is cooking.
6. Ice is very cold.
7. Sugar is sweet.
8. The iron is hot.

9. Ask the children questions and elicit various answers from the children.

1. What would you say if a giraffe came to dinner?
2. What would you say if you won a car?
3. What would you say if a bear chased you?
4. What would you say if you saw a lady wearing a fur coat in the summertime?
5. What would you say if you burned your finger on the stove?

10. Ask the children questions similar to the following:

1. How many ears has a horse?
2. How many eyes have two boys?
3. How many fingers has a girl?
4. How many tires has two cars?
5. How many legs has a donkey?

11. Divide the class into groups. Ask each group to discuss a problem.

1. A stranger tells you your mother has been hurt and he is to take you to the hospital. What would you do?

2. You are all dressed up and walking to your friend's birthday party. It begins to rain very hard. What would you do?
 3. You are coming to school, you fall down and tear your clothes. What would you do?
12. Talk about all the different tools we can use. Discuss with the children the idea that tools are used to make work easier.
Ask: What do we use to:

dig a hole
cut a piece of wood
drive a nail
open a bottle
sew a button on a shirt
climb upon a roof
peel an apple

Problem SolvingFifth Level

1. Ask the children to give appropriate answers to questions such as:
 1. Do you shake when you are cold?
 2. Would a dress made of real flowers last for a month?
 3. Can a fish live where there is no water?
 4. Would you go to a drug store to buy sugar?
2. Ask the children to give an appropriate answer to the following questions:
 1. Which has ears but cannot hear? a) a dog
b) a person c) corn
 2. Which has a tongue but cannot talk? a) a radio
b) a shoe c) a man
 3. Which has a face but can never smile?
a) a mirror b) a person c) a clock
 4. Which has an eye but cannot see? a) a needle
b) a girl c) a potato
3. Read three sentences to the children. Two of the sentences belong together but one does not. Ask the children to give the sentence that does not belong and tell why.
 - A.
 1. Jim goes to school every day.
 2. He reads and writes at school.
 3. We saw some birds.

- B.
 - 1. Jean has a baby sister.
 - 2. Two cats climbed the fence.
 - 3. Her baby sister drinks milk.
- C.
 - 1. The dog chased the rabbit.
 - 2. The teacher read a book.
 - 3. It was a book about horses.
- D.
 - 1. Father goes to work each day.
 - 2. He earns money for the family.
 - 3. Red is a colour.

4. Ask the children to complete each sentence and tell why they chose that word. Sentences such as:

- 1. It was raining this morning so on the way to school I used my _____. (bicycle, umbrella, wagon)
- 2. In winter, we do not wear _____. (coats, boots, swimsuits)
- 3. In the summer when it is hot we turn on the _____. (stove, lamp, fan)
- 4. I would fix the car if I had a _____. (typewriter, bicycle, wrench)
- 5. I wouldn't need a tent if I had a _____. (umbrella, coat, trailer)

5. The teacher tells the children these sentences do not make sense. The children say why and they change them to make sense.

- 1. Mary is a big boy.
- 2. The dog has such good eyes that he can hear well.
- 3. When Jane cut her finger, she cried because her foot hurt so much.
- 4. Tom ate nails for breakfast.
- 5. Red crayon makes a purple mark.
- 6. Robert will grow up to be a beautiful woman.

6. Ask the children to listen carefully and be ready to give their ideas on the following questions.

- 1. Why should we always cross a street at the intersection?
- 2. Why is it dangerous to start a barbecue with gasoline?
- 3. Why is it dangerous to leave a camp fire burning in the woods?
- 4. Why is it safer to ride in a car than a motorcycle?
- 5. Why should we have a smoke detector in the house?

7. Read a story to the children and change parts of the story to make it silly or funny. Ask the children what does not make sense.

When we came home from grocery shopping, mother began to put things away. The meat went in the refrigerator. The milk went in the cupboard. The sugar went in the oven. Etc.

8. Say:

1. Which of these three animals does not belong in the jungle? (giraffe, seal, leopard) Why?
2. Which of these three animals does not belong in the desert? (camel, raccoon, snake) Why?
3. Which of these three animals does not belong in Northern Canada? (moose, lion, polar bear) Why?
4. Which of these three would you not find in the Arctic? (ice, snow, sand) Why?

9. Who can think of a good answer to the following questions:

1. Why do children have to go to school?
2. Why do we have hospitals?
3. Why do cities need policemen?
4. Why do schools have rules?
5. Why do we need money?

10. See how ingenious the children can be at solving problems.

1. How would you build a fire without wood?
2. How would you pick apples?
3. How would you put a fire out without water?
4. How would you take a drink without a glass?
5. How would you build a tree house without nails?

11. Read a short story to the children and have them choose the best ending for the story.

Baby Lamb nibbled the green grass. She stayed near the mother sheep. Soon she sighed, "I'm tired of this hot sun. I want a drink of cool water. What shall I do?" Mother Sheep said...

1. climb a hill
2. walk down to the brook
3. keep eating grass

12. Have the children discuss the different jobs people have and what tools they need to help them do their jobs.

1. If you were a _____, what tool(s) would you use?

Use the same question for the following:

- carpenter
- gardner
- cowboy
- lifeguard
- bus driver
- cook
- gas station mechanic
- plumber
- fireman etc.

Fourth, Fifth, Sixth Levels

1. Ask the children questions such as:

1. Why can't you see any of the bones in your body?
2. How is it possible for us to get fresh fruits and vegetables that were grown hundreds of miles away?
3. What is the most difficult thing you have had to do?
4. Why do we put airmail stamps on some letters?

2. If I gave you three things such as a bed, a box, a blanket and asked you to return one of them, which one would you return? Why? What could you do with the other things? Give examples such as:

a piece of chalk, a string, a chair
a comb, a desk, a piece of paper
a bottle of glue, a picture frame, a package

3. Some objects or things always have certain components. See if the children know which things go together.

1. What does ice cream always have?
peaches - chocolate - sugar
2. What does a cat always have?
collar - food - fur
3. What does a tree always have?
leaves - roots - birds
4. What does a car always have?
motor - air-conditioner - hard-top

4. Ask the children to tell three ways, in which each of the following are alike:

a knife and a pair of scissors
a door and a book 96

a horse and a chair
 an egg and a nut
 a paper bag and a pocket book

5. Read a story to the children. At different places in the story stop and ask the children to fill in a word or phrase that would make sense in the story.
6. Read a list of phrases to the children and ask them to tell you what question the phrase will answer - WHERE? WHEN? WHO? or HOW? Use phrases like the following:
 1. a very old man
 2. just at dawn
 3. unhappy children
 4. through the trees
 5. on my birthday
 6. by horse and buggy
 7. by licking his lips
 8. out the window
7. The following are things children should know in order to help them in everyday life: Where could you get information?
 1. I am in a strange city and I become ill. How can I find a good doctor?
 2. I have the name and address of a friend but I don't know where the street is. How can I find out?
 3. I want to phone someone, but I don't know the phone number. What should I do?
 4. I know the name and phone number of a friend, but I don't know where the friend lives. How can I find out?
8. Discuss with the children what a PROVERB is. (A short, wise saying which has been used for a long time by people to express a familiar experience or a truth). Discuss the meanings of the following PROVERBS:
 1. Haste makes waste
 2. A new broom sweeps clean
 3. Saying and doing are two different things
 4. Last but not least
9. Have the children say whether the following sentences are sensible or not.
 1. If something tastes good to you, everyone should enjoy eating it.
 2. Most birds stop singing after sunset.
 3. John and Jerry went to town by themselves with Jack.
 4. If something looks beautiful, it also costs a great deal.
 5. If Mary is a good reader, she is also good in mathematics.
 6. All plants and animals have a mother.

Seventh and Eighth Levels

1. Say four words and ask the children to suggest two titles.

	<u>Title</u>
A. boy, man, father, son	1. people 2. males
B. chair, chesterfield, stool, bench	1. furniture 2. seats
C. dinosaur, castle, mountain, sun	1. old 2. large
D. lamp, candle, flashlight, lantern	1. light 2. heat
E. salmon, oyster, lobster, tuna	1. sea animals 2. sea food
F. lemon, orange, grapefruit, pineapple	1. food 2. fruit
G. Ontario, Quebec, Alberta, Saskatchewan	1. provinces 2. places

2. Say these words and ask the children to tell what category each list belongs to.

A. New Brunswick, British Columbia, Nova Scotia	(provinces)
B. France, England, Russia	(countries)
C. Indian, Pacific, Arctic	(oceans)
D. Asia, Europe, Africa	(continents)
E. Mississippi, St. Lawrence, Nile	(rivers)
F. London Free Press, Globe and Mail, Toronto Star	(newspapers)
G. Rockies, Andes, Appalachian	(mountains)
H. Little House on the Prairie, Mash, Happy Days	(T.V. programs)
I. Sir Wilfred Laurier, John Diefenbaker, Pierre Elliot Trudeau	(Prime Ministers)
J. Iron, copper, zinc, aluminum	(metals)
K. Cumulus, stratus, cirrus	(clouds)
L. Progressive Conservative, Liberal New Democratic Party	(Political Parties)
M. Federal, Municipal, Provincial	(Governments)
N. Halifax, Toronto, Edmonton	(Capital Cities)
O. autoharp, violin, cello	(musical instruments)
P. maple, spruce, oak	(trees)

3. Say a list of words and ask the children to tell the category they suit best.

Categories

- | | |
|-------------------|-------------|
| 1. Home | 4. City |
| 2. School | 5. Country |
| 3. Business World | 6. Aviation |

Classification

kitchen, books, stoplight, selling, learn, airplane, desk, skyscraper, traffic, baby, den, lawyer, animals, taxis, airport, fields, buying, family, farm, mother, helicopter, rivers, silo, library, bank, garbage men, forest, tower

4. Name four categories - Food Animals Transportation Plants

Ask the children to categorize the following words:

bread	sunflower	rose	anteater
cat	steak	airplane	tumbleweed
boat	raccoon	prairie dog	automobile
grass	milk	cake	train

5. Say four words. Which word does not belong? Why?

Ontario, Manitoba, Quebec, Canada
 salmon, pickerel, toad, cod
 coat, goat, sky, boat
 Toronto, Ontario, Halifax, Montreal
 Indian, Atlantic, St. Lawrence, Pacific
 two, four, seven, eight
 muffins, biscuits, oranges, rolls
 magazine, book, newspaper, stationery
 horse, hay, goat, cow
 tire, trunk, windshield, road
 oxygen, helium, sulphur, hydrogen

6. Say three words and ask the children to name the category.

dollars, pennies, nickels	(money)
Ford, Chevrolet, Datsun	(cars)
Earth, Jupiter, Mars	(planets)
Monopoly, Scrabble, Chess	(games)
Arctic, Pacific, Atlantic	(oceans)
jet, helicopter, glider	(airplanes)
trumpet, clarinet, bugle	(musical instruments)
teacher, lawyer, doctor	(professions)
angry, happy, sad	(feelings)
Thames, Grand, Avon	(rivers)

7. Say four words. Which two words go together? Why?

over, left, out, right
magazine, book, pencil, light
 thermometer, clock, calendar, watch
 tablecloth, plate, fork, knife
 eat, fish, swim, dive
grapefruit, apple, orange, lemon
 kite, baseball, scooter, basketball
metre stick, measure, scale, ruler
carrots, tomatoes, parsnips, peas
shoes, hat, gloves, tie

8. Say three words. Ask the children to add another word that belongs in the same group.

1. house, tent, trailer _____	(dwelling)
2. up, over, beside _____	(spatial relationship)
3. Easter, Christmas, Thanksgiving _____	(holiday)
4. third, first, second _____	(ordinal number)
5. September, January, October _____	(months)

- | | | |
|-------------|--|-------------------------|
| 8. (Cont'd) | 6. chalk, crayon, pencil _____ | (things you write with) |
| | 7. sleet, rain, hail _____ | (weather) |
| | 8. message, smoke signal, telephone call _____ | (communication) |
| | 9. natural gas, coal, hydro _____ | (heating system) |
| | 10. plumbing, electrical, industrial _____ | (contractors) |

Ninth and Tenth Levels

1. The students may wish to engage in debates about controversial topics such as:
 1. Physical education is a necessary part of the school program.
 2. Speaking French is necessary for all Canadians.
 3. Two party politics is much more effective than multi-party politics.
 4. Terminally ill people should be allowed to decide when they want to die.
 5. Women should have equal rights with men.
2. Encourage the students to engage in divergent thinking.
 - A.
 1. A doorbell is like a rattlesnake because:
 2. A printing press is like what animal?
 3. A calendar is like a mirror because . . .
 4. When would a key act like a mouse?
 5. When would the sea look like chocolate pudding?
 6. When would a fire act like a life boat?
 7. A magnet is like fishing bait because . . .
 8. What animal is like you? Why?
 9. An eye is like what part of the house?
 - B. Ask other comparison questions similar to the following and explain:
 1. Which is angrier - the kitchen or the livingroom?
 2. Which is heavier - a mountain or an ocean?
 3. Which weighs more - zero or one?
 4. Which is thinner - day or night?
 5. Which is louder - a smile or a frown?
 6. Which is more expensive - a long word like comfortable or a short word like kind?
 7. Which is louder - going to sleep or waking up?
3. Ask questions requiring the children to consider their own opinions along with needed fact. A good question may be:
 1. What do you think is the most important thing needed to sustain life and Why?
 - or
 2. If you could rule the world for a day (or a week), what would you do? (only accept good logical answers and always question Why?)
 - or
 3. What are the major problems in the world today and how could they possibly be solved?
4. The students are to decide which sentences are incongruous and tell why.
 1. We met him when we went swimming at the rink.

4. (Cont'd)

2. I like reading so much I gave all my books away.
3. Mr. Brown is my teacher. We all like her.
4. George was so tired he stayed awake.
5. Dad was in the kitchen looking for the lawn mower.
6. A man walked in front of the car so Peter stepped on the gear.
7. Mary redecorated her room. She painted the ceiling white, the walls blue and the rug grey.
8. Pat made the soccer team when he got three hits in the try outs.
9. Marco Polo brought back spices from Chile.
10. The world has benefitted from Marie Curie's discovery of electricity.

5. Give the students two words. They are to tell you the main way the two things are alike and the main way they are different.

1. door and window
2. planet and star
3. television and movie
4. scale and ruler
5. telescope and microscope
6. painting and photograph
7. dandelion and marigold
8. pine tree and maple tree
9. purse and a paper bag
10. an egg and a walnut

6. Have the students put a list of activities in their correct order or sequence.

1. put record on player, chose record, listen to record, turn on player
2. crack eggs in pan, serve when cooked, turn on heat, remove eggs from refridgerator
3. Iron, put shirt on ironing board, plug in iron, turn on to correct temperature
4. fasten one end to faucet, get hose, turn on water, place sprinkler on lawn, fasten sprinkler to other end.
5. go to school, wake up, have breakfast, get dressed, wash

7. Discuss things you would need to take on the following excursions:

- a) a two week camping trip to the mountains
- b) a two week visit to the beach
- c) a trip across the desert
- d) a 60 day cruise to an island

8. You may find it difficult to answer a question sometimes because your answer might be different depending on the circumstances. For example, suppose someone asked if you enjoyed babysitting. Your answer might depend on a number of things such as: the age of the children; whether the children are in bed or up; whether they are well behaved or hard to manage; whether you had something else you wanted to do; whether you really need the money, etc.

Here are more questions. On what might your answer to them depend?

95.

8. (Cont'd)

1. Do you like history?
2. How long does it take to clean your room?
3. Is the weather suitable today?
4. How long will it take to do your homework?
5. Are you going to watch television tonight?

CHAPTER FIVEGRAMMATIC CLOSURE

Grammatical closure is the ability to predict future events from past experiences. When part of an expression is presented the child closes the gap by supplying the missing part. In this way, one can observe the child internalize what is heard many times. The child uses these repetitions to predict common verbal expressions. Grammatical closure operates at the automatic level of functioning, that is to say, the child learns what is customary. This skill is a highly integrated process which has a significant relationship to both comprehension and expression and therefore has practical implications for oral communication and academic learning.

If a child shows a deficit in grammatical closure, follow these guidelines in a group situation:

- (1) Use model sentences for the child to imitate. Repeat often.
- (2) Encourage the child to memorize phrases and short poems from a recording.
- (3) Provide visual cues when possible.
- (4) Strengthen oral vocabulary.

First Level5.1 Vocabulary Development

- (1) Hold up pictures of new objects. Say

We can think, quick as a wink.
 New words to say for work and play.
 _____ and _____ are fruits you see.
 I'll tell you and you tell me.

Children fill spaces with names of pictured objects.

This can be used with vegetables, toys, clothes, animals, furniture, buildings, etc.

- (2) Use pictures of objects. The child chooses and names the appropriate picture.

We sleep in a _____.
 We keep food cold in a _____.
 We clean rugs with a _____.
 We get our clothes clean in a _____.
 At the store we pay the _____.
 The Teacher writes on the _____.
 Pictures are pinned up on the _____.
 We sweep the floor with the _____.
 We hang our clothes in a _____.
 We play music on a _____.

- (3)
- Body parts

I see with my _____.
 I hear with my _____.
 I talk with my _____.
 I reach with my _____.
 I eat with my _____.
 I chew with my _____.
 I bend my arm at my _____.
 I swing my arm from my _____.
 I wiggle my foot at my _____.

Second Level

1. Occupations

You come to see me when you are sick. I can give you medicine.

I am a _____.

I work in a store. I take your money. I am a _____.

I build things out of wood with my hammer and saw. I am a _____.

I repair the water pipes and taps in your house. I am a _____.

I cut people's hair. I am a _____.

I collect your trash and put it on a truck. I am a _____.

I fix the cavities in your teeth. I am a _____.

2. Tools

Have pictures of various tools. For example, hammer, saw, axe, ladder, screw driver, shovel, wrench.

I am going to chop down a tree. I need an _____.

I am going to drive a nail into the wall. I need a _____.

I am going to climb up to the roof. I need a _____.

I am going to dig a hole in the ground. I need a _____.

I am going to tighten the nut on my bicycle.

I need a _____.

I am going to cut a board in half. I need a _____.

3. Verbs

Children hide eyes. Teacher stands at the back of the room so that her actions are concealed. Make various sounds such as tearing paper, tapping desk, snapping fingers, stamping foot, dropping pencil, etc.

Ask "What am I doing?" Child responds, "You are cutting something," etc.

Third Level

- (1) If you are sleepy what words would you think of besides yawn?
(tired, rest, etc.)
If something was pretty what words would you think of besides attractive?
(enjoyable, beautiful, etc.)
If you were sad what words would you think of besides cry? (tears, weep, sob, etc.)
Continue with such words as happy, noisy, quiet, move, hungry, angry, excited.

- (2) Give the children compound words and discuss the fact that there are two little words in the big word. Discuss meanings.

dewdrop	sidewalk
houseboat	landlord

Then give the children the following words and ask them to add another word to make one big word.

grand _____	night _____
horse _____	sea _____
button _____	black _____
blue _____	grass _____
snow _____	in _____
foot _____	some _____
lunch _____	any _____
_____ spoon	_____ man
_____ berry	_____ wear
_____ road	_____ side
_____ dog	_____ way
_____ ball	_____ body

Fourth Level

1. I will give you some words. I want you to listen to each word and tell me whether it is a way of eating, talking or moving. (Child responds: Jiggling is a way of moving.)

jiggle	wiggle	ride
whisper	flutter	tell
fidget	slurp	snarl
brag	shiver	shout
tremble	growl	say
ask	chew	swallow
sip	yell	squirm
cheer	devour	beg
complain	explain	bite
march	gulp	stumble

2. Let's find new ways of saying things. I will say a word and then use it in a sentence. You listen to my word, then try to think of other words that mean about the same thing. If you have a word, hold up your hand. When I call on you, say your word and put it in my sentence.

fast - He is fast. Now who can think of other words for fast?
 swift - He is swift.
 good - This cake is good.
 beautiful - That is a beautiful sight.
 go - Let's go to the fair.
 good-bye - Father said "Good-bye".
 sick - He is sick today.

little - That is a little toy.
move - Why do you move that way?
car - We went downtown in the car.
awful - The thunder was awful.
bang - I heard a loud bang.
tired - Father was too tired.
behave - Did the adults behave themselves?
below - The wires are below the trees.
big - That is a big horse.

5.2 COMPLETION OF WORDS

First Level

The following are lists of words which are divided into categories.

(1) Animals

chi_____ chick
 hor_____ horse
 ki_____ kittens
 pi_____ pig
 pu_____ puppy
 roo_____ rooster
 she_____ sheep
 donk_____ donkey
 goo_____ goose
 pea_____ peacock
 ca_____ cat
 par_____ parrot
 mou_____ mouse

monk_____ monkey
 rab_____ rabbit
 ti_____ tiger
 tur_____ turtle
 but_____ butterfly
 spi_____ spider
 chip_____ chipmunk
 moo_____ moose
 sna_____ snake
 cam_____ camel
 gir_____ giraffe/gerbel
 hip_____ hippopotamus
 ze_____ zebra
 ra_____ rat

(2) Clothing

boo_____ boots
 jack_____ jacket
 mi_____ mittens
 night_____ nightie
 swea_____ sweater
 glo_____ gloves
 a_____ apron
 so_____ socks
 ha_____ hat

pa_____ pajamas
 blou_____ blouse
 slee_____ sleeve
 stock_____ stockings
 snea_____ sneakers
 di_____ diaper
 jea_____ jeans

(3) Colours

bla_____ black
 brow_____ brown
 gree_____ green
 or_____ orange
 pur_____ purple

whi_____ white
 yell_____ yellow
 mau_____ mauve
 re_____ red
 gr_____ grey

(4) Food

chee _____ cheese
 coo _____ cookies
 pan _____ pancakes
 sand _____ sandwich
 cup _____ cupcake
 sou _____ soup
 can _____ candy
 ba _____ bacon
 brea _____ bread
 stea _____ steak
 sal _____ salmon

cra _____ crackers
 cho _____ chocolate
 ham _____ hamburger
 spa _____ spaghetti
 dough _____ doughnut
 toa _____ toast
 pop _____ popcorn
 cer _____ cereal
 mac _____ macaroni
 roa _____ roast
 chi _____ chicken

(5) Fruit and Vegetables

ap _____ apples
 ban _____ bananas
 gra _____ grapes
 lem _____ lemon
 or _____ orange
 pea _____ peach
 pine _____ pineapple
 straw _____ strawberry
 water _____ watermelon
 cher _____ cherries

car _____ carrots
 on _____ onions
 to _____ tomato
 pump _____ pumpkin
 be _____ bean
 cab _____ cabbage
 cel _____ celery
 let _____ lettuce
 po _____ potato
 tur _____ turnip

(6) Furniture

ch _____ chair
 chest _____ chesterfield
 so _____ sofa
 ra _____ radio
 sto _____ stove
 ta _____ table
 ster _____ stereo
 clo _____ clock
 tele _____ television

la _____ lamp
 cri _____ crib
 refri _____ refrigerator
 mir _____ mirror
 rec _____ record player
 be _____ bed
 was _____ washer
 dri _____ drier

(7) Household Utensils

broo_____ broom
 dust_____ dustpan
 ir_____ iron
 buck_____ bucket
 ho_____ hose
 vac_____ vacuum
 pla_____ plate

pa_____ paper
 pa_____ pan
 spoo_____ spoon
 fry_____ frying pan
 scru_____ scrub brush
 bea_____ beater
 blen_____ blender

(8) Toys

do_____ doll
 bug_____ buggy
 bal_____ balloon
 bi_____ bicycle
 tri_____ tricycle
 blo_____ block
 ska_____ skates

tra_____ train
 trac_____ tractor
 wag_____ wagon
 whis_____ whistle
 sw_____ swing
 Bar_____ Barbie
 boo_____ book

(9) Tools

ham_____ hammer
 lad_____ ladder
 pad_____ padlock
 wren_____ wrench
 s_____ saw
 dri_____ drill
 type_____ typewriter
 pli_____ pliers

shov_____ shovel
 screw_____ screwdriver
 pi_____ pick
 ra_____ rake
 hack_____ hacksaw
 san_____ sander
 ru_____ ruler
 chis_____ chisel

(10) Transportation

row_____ rowboat
 stat_____ station wagon
 heli_____ helicopter
 fire_____ firetruck
 am_____ ambulance
 scoo_____ scooter
 crui_____ cruiser
 ya_____ yacht

tra_____ trailer
 pla_____ plane
 tra_____ train
 space_____ spaceship
 motor_____ motorboat
 frei_____ freighter

(11) The following words should be used in three ways:

- (1) The child hears the complete compound word and breaks it into two words.
- (2) The teacher supplies the first half of the word and the children complete the word.
- (3) The teacher supplies the second part of the word and the children complete the word.

Compound Words

out - side	fire - man
in - side	police - man
sun - shine	fisher - man
hand - ball	cow - boy
wind - mill	mail - man
arm - chair	grand - father
easy - chair	grand - mother
base - ball	play - ground
mouse - trap	rain - coat
gold - fish	rail - road
bus - stop	snow - suit
some - thing	side - walk
some - one	shot - gun
tooth - brush	bee - hive
scare - crow	cough - drop
	grape - fruit

(12) Add suffix - er and est to give these sentences new meaning.

The man is tall	taller	tallest
The doll is pretty	prettier	prettiest
The stick is short	shorter	shortest
The box is heavy	heavier	heaviest
The road is bumpy	bumpier	bumpiest
The clown is funny	funnier	funniest
The ball is big	bigger	biggest
The rope is long	longer	longest
The candy is sweet	sweeter	sweetest
The train is fast	faster	fastest

Level 1

(1) Add ing to the following words and use them in sentences.

run _____	fly _____	smile _____
jump _____	skate _____	fish _____
walk _____	wave _____	dust _____
skip _____	laugh _____	clean _____
swim _____	sing _____	scrub _____
hop _____	clap _____	tear _____
bend _____	boat _____	wade _____
cut _____	dance _____	talk _____

The above words could be used in an auditory exercise where the child decides whether it is an in or ing ending.

e.g. runnin running
 jumpin jumping

- (2) Add the suffix 'est' to the following words.

light _____	dark _____
big _____	thick _____
long _____	tall _____
fast _____	thin _____
rough _____	wet _____
hot _____	loud _____
short _____	wide _____
fat _____	large _____

Second Level

- (1) Divide the following compound words into two words.

sidewalk	horseback	busybody
buttermilk	highchair	rosebud
fiddlesticks	dewdrop	grandchildren
landlady	houseboat	buttonhole

- (2) Make up compound words

snow (ball, flake, storm, man, mobile, drift)
lunch (room, bag, box, tray)
some (thing, one, how, where, time, body)
day (time, light, break, liner)
in (side, to)
night (gown, mare, time)
foot (ball, stool, light)

- (3) Make up compound words

(straw, goose, blue, black)	berry
(base, meat, hand, basket, foot)	ball
(high, by, a, any, road)	way
(any, some, no, every, busy)	body
(under, foot, rain, head)	wear
(bull, sheep, hot)	dog
(in, out, be, bed, top, off)	side

Third Level

- (1) Put two letters on the chalk board. Children make up two words which begin with these letters and go together.

t _____	c _____	(too cold) (take care) (tin can)
c _____	t _____	(coal town) (call Tom)
d _____	s _____	(dumb skunk) (dirty sink)
l _____	m _____	(lame mule) (let me)
b _____	f _____	(big farm) (boy friend)
l _____	t _____	(long table) (left turn)
m _____	d _____	(mad dog) (my dad) (my doll)
m _____	p _____	(musical play) (Mary Poppins)
r _____	s _____	(run south) (rust spot)

- (2) Older students might try three or four letters.

m _____	b _____	f _____	my best friend
c _____	r _____	d _____	cold rainy day
c _____	f _____	l _____	carrots for lunch

- (3) Add ly to the underlined words.

- (a) The river ran rapid _____.
- (b) In winter the nights are chill _____.
- (c) Are you usual _____ busy.
- (d) A bear is rare _____ awake in winter.
- (e) The old man sat quiet _____ by the fire.
- (f) The boy is behaving very bad _____.
- (g) That is a love _____ rose.
- (h) Father sat proud _____ in the audience.
- (i) Mother was busy _____ working by the stove.
- (j) Tommy wise _____ agreed to visit the doctor.

Fourth Level

- (1) Add any of the following endings to make new words.

ed	ing	s	age	or	tain
tion	ful	less	ness		
rob		bag		care	
chat		bald		brief	
control		act		pack	
forbid		smile		look	

- (2) (a) Are you get enough sleep.
 (b) Sam trip over a stone.
 (c) Tommy stop eating candy.
 (d) The squirrel has hid her nuts.
 (e) May we go swim in the lake.
 (f) The rabbit hop down the patch.
 (g) Jack pour water into a bucket.
 (h) A horse gallop very fast.
 (i) Lightning flash across the sky.
 (j) The picture is hang on the wall.

GRAMMATIC CLOSURE:

5.3 COMPLETION OF SENTENCES

First Level

In early use sentence completion would be used with nouns and verbs in a vocabulary building exercise.

Labelling Objects

- (1) A ball
 A hat
 A car

Phrases

- (2) A big boy
 A happy girl
 The red kite

- (3) A big ball
 A pretty hat
 A red car

Sentences

- (4) Jimmy can run
 Tommy can jump
 Pat can walk

- (5) This is a big ball
 This is a pretty hat
 It is a red car
 It is a long train

Second Level

- (1) Body Concept

- (a) We see with our _____
 (b) We kick with our _____
 (c) We hear with our _____
 (d) We walk with our _____
 (e) We talk with our _____
 (f) We clap with our _____
 (g) We snap with our _____
 (h) We feel with our _____
 (i) We smell with our _____
 (j) We lick with our _____
 (k) We bite with our _____
 (l) We eat with our _____
 (m) We eat with our _____
 (n) We touch with our _____
 (o) We bend our arm with our _____
 (p) We bend our leg with our _____
 (q) We blink with our _____
 (r) We scratch with our _____

- (s) We throw with our _____
 (t) We bend with our _____

(2) Household

We sit on a _____ (chair)
 We iron with an _____ (iron)
 We sleep on a _____ (bed)
 A baby sleeps in a _____ (crib)
 We cook on a _____ (stove)
 We keep food cold in a _____ (refrigerator)
 We put clothes in a _____ (chest of drawers)
 We iron clothes on an _____ (ironing board)
 Three people sit on a _____ (chesterfield)
 We read the time on a _____ (clock)
 We light a room with a _____ (lamp)
 We cover the floor with a _____ (carpet, rug)
 We keep books on a _____ (bookshelf)
 We wash clothes in a _____ (washing machine)
 We keep food frozen in a _____ (freezer)
 We dry clothes in a _____ (clothes dryer)

(3) Action Verbs

If you do a lot of skating you are a skater.
 If you swim a lot of the time you are a swimmer.
 If you listen a lot of the time you are a listener.
 If you walk a lot of the time you are a walker.
 If you sing a lot of the time you are a singer.

Continue in this fashion:

I am a jumper, I do a lot of jumping.
 I am a skipper, I do a lot of skipping.
 I am a frowner, I do a lot of frowning.
 I am a talker, I do a lot of talking.
 I am a slider, I do a lot of sliding.
 I am an eater, I do a lot of eating.
 I am a drawer, I do a lot of drawing.
 I am a sweeper, I do a lot of sweeping.
 I am a whistler, I do a lot of whistling.
 I am a laugher, I do a lot of laughing.
 I am a looker, I do a lot of looking.
 I am an actor, I do a lot of acting.
 I am a player, I do a lot of playing.
 I am a counter, I do a lot of counting.
 I am a painter, I do a lot of painting.
 I am a worker, I do a lot of working.

(4) Animals

After I grow up I am a cow
 But before I grow up I am a _____
 After I grow up I am a hen
 But before I grow up I am a _____

Continue with:

sheep - lamb
 dog - puppy
 horse - foal
 cat - kitten
 bear - cub
 duck - duckling
 pig - piglet

(5) Add Y - Use pictures if possible

A fish has lots of scales	- A fish is <u>scaley</u>
A mop has lots of strings	- A mop is <u>stringy</u>
A bird has lots of feathers	- A bird is <u>feathery</u>
A blanket has lots of fluff	- A blanket is <u>fluffy</u>
A rabbit has lots of fur	- A rabbit is <u>furry</u>
A bear has lots of hair	- A bear is <u>hairy</u>
A tree has lots of leaves	- A tree is <u>leafy</u>
A donut has lots of sugar	- A donut is <u>sugary</u>
Popcorn has lots of butter	- Popcorn is <u>buttery</u>
A path has lots of shadows	- A path is <u>shadowy</u>
A dress has lots of flowers	- A dress is <u>flowery</u>

(6) Use the correct verb tense to complete these sentences.

- (1) A cat sits by the fire. Yesterday he was _____ by the fire.
- (2) A dentist knows how to fix teeth. He is _____ teeth.
- (3) Mother is washing the clothes. Tomorrow she will do the same thing. She will _____ the clothes.
- (4) The policeman is directing the traffic. Yesterday he _____ the traffic.
- (5) Grandmother is sitting in her chair today. Tomorrow she will _____ in her chair.
- (6) This is a man who works. Today he is _____. Yesterday he _____.
- (7) Today Mother cooks supper. Yesterday she _____ supper. Tomorrow she will _____ supper.
- (8) The dog can chew his bone. Yesterday he _____ his bone.
- (9) Bobby is walking to the door. Yesterday he _____ to the door.
- (10) The train is coming. Yesterday it _____.

Third Level(1) People

Someone who helps us learn is a _____. (teacher)
 Someone who works in a store is a _____. (clerk)
 Someone who protects us is a _____. (policeman)
 Someone who builds things with wood is a _____. (carpenter)
 Someone who helps people get well is a _____. (doctor)
 Someone who cares for sick people is a _____. (nurse)
 Someone who fixes our T.V. is a _____. (T.V. repairman)
 Someone who fixes our teeth is a _____. (dentist)
 Someone who plays music on the radio is a _____. (disc jockey)
 Someone who puts out fires is a _____. (fireman)
 Someone who picks up garbage is a _____. (garbageman)
 Someone who drives a big truck is a _____. (truck driver)
 Someone who cooks food in a restaurant is a _____. (chef)
 Someone who paints houses is a _____. (painter)
 Someone who paints pictures is an _____. (artist)
 Someone who sells medicine is a _____. (druggist)
 Someone who delivers mail is a _____. (mailman)
 Someone who heals sick animals is a _____. (vet)
 Someone who fights for his country is a _____. (soldier)
 Someone who sails big or little boats is a _____. (sailor)
 Someone who is the head of a school is a _____. (principal)
 Someone who cleans our school is a _____. (custodian)
 Someone who cuts our hair is a _____. (barber)

(2) Animals

An animal that lays eggs is a _____. (hen)
 An animal that has a big beautiful tail is a _____. (peacock)
 An animal that eats green grass and gives you milk is a _____. (cow)
 An animal that guards your house and plays with you is a _____. (dog)
 An animal whose mother is a cow is a _____. (calf)
 An animal whose mother is a dog is a _____. (puppy)
 An animal that likes to roll in the mud is a _____. (pig)
 An animal that looks like a horse with long ears is a _____. (mule)
 An animal that makes honey for you is a _____. (bee)
 An animal that has web feet and says quack is a _____. (duck)
 An animal that chews holes in walls and eats cheese is a _____. (mouse)
 An animal that gives you a coat to keep you warm is a _____. (sheep)
 An animal that has a pocket to carry its baby is a _____. (kangaroo)
 An animal that is big and slow and has a trunk is an _____. (elephant)
 An animal that has yellow and black stripes is a _____. (tiger)

(3) Use your imagination

At lunch time, I like to drink _____.
 At night I was so cold I got up to get a _____.
 There was a cold wind blowing through the _____.
 As soon as I opened my eyes I could see _____.
 Tom hurried to get dressed so that he could _____.
 There was no soap left so I _____.

(4) Body Concept

The following exercise helps to reinforce pronouns as well as providing a review of body functions.

He smells with his _____.
 She nods with her _____.
 He blinks with his _____.
 He kicks with his _____.
 She writes with a _____.
 He runs with his _____.
 He feels with his _____.
 He chews with his _____.
 She sees with her _____.
 He leans on his _____.

(5) Opposites

Joey was very happy he laughed and laughed. Suzie was very _____ she _____ and _____.
 The turtle wanted to win the race he did not like to _____.
 The little puppy was cold, he wanted to come in and get _____.
 Father is a man, mother is a _____.
 Lemonade with sugar is sweet but if you forget the sugar it is _____.
 The room is very dark but when the lamp is on it is _____.
 A mouse is very little but an elephant is very _____.
 Uncle Albert is a man but Aunt Jean is a _____.
 The bricks are very heavy but the feather is very _____.
 A submarine goes down, down, down, but an airplane goes _____, _____, _____.
 The baby is very young but grandfather is very _____.
 Sam said that pencil is not yours. It belongs to me. It is _____.
 The sun makes the street dry but the rain makes the street _____.
 When the light is red you must stop, but when it is green you may _____.

(6) More Opposites

This cat is white but that cat is _____.
 The jug was full of milk. We drank it and now it is _____.
 Fred has a shoe that is tight and a tooth that is _____.
 The mercury went to the top of the thermometer then dropped to the _____.
 Tom had a glass full of juice, after he drank it the glass was _____.
 Jimmy was going to the arena, he met mother who was _____ from the arena.
 John's wagon was stuck. First he tried to pull it, then he tried to _____ it.
 The turtle likes to win the race but surely he will _____.
 Jack is very strong but the little girl is _____.
 In the winter it is cold but in the summer it is _____.

- (7) Complete the sentence with the name of an animal.

My coat is white and woolly. I am a _____. (sheep)
 I have tiny ears and a curly tail. I am a _____. (pig)
 I have long ears and look like a horse. I am a _____. (donkey)
 I say "Gobble Gobble". I am a _____. (turkey)
 I have a beard on my chin. I am a _____. (goat)
 I say "Quack, Quack". I am a _____. (duck)
 My feathers spread out like a fan. I am a _____. (peacock)
 My coat is as white as snow. I am a _____. (lamb)
 I swim and have gray feathers. I am a _____. (goose)
 I can gallop. I am a _____. (horse)
 I can crow. I am a _____. (rooster)

Fourth Level

- (1) Classification

A jar of _____ (jam, pickles)
 A class of _____ (boys, children)
 A bottle of _____ (pop, medicine, milk)
 A box of _____ (popcorn, cookies)
 A bag of _____ (groceries, apples)
 A bushel of _____ (apples, potatoes)
 A team of _____ (ball players, dancers)
 A pail of _____ (water, sand)
 A bowl of _____ (fruit, cereal)
 A dozen _____ (eggs, donuts)
 A pound of _____ (butter, cheese)
 A pile of _____ (leaves, clothes)
 A bunch of _____ (carrots, flowers)
 A pair of _____ (shoes, socks)

- (2) A horse is an _____ (animal)
 A quarter is _____ (money)
 pork is _____ (meat)
 A tulip is a _____ (flower)
 aunt is a _____ (relative)
 denim is a _____ (material)
 pliers are a _____ (tool)
 checkers is a _____ (game)
 house is a _____ (building)
 potato is a _____ (vegetable)
 green is a _____ (colour)
 goldfish is a _____ (fish)
 butcher is a _____ (person)

(3) Build information

My name is _____
 My telephone number is _____
 My address is _____
 The name of my school is _____
 The name of our principal is _____
 The name of our teacher is _____
 My mother's name is _____
 My father's name is _____
 My house has _____
 Easter comes in the month of _____
 Christmas is in the month of _____

- (4) As wobbly as _____ (jello) As thin as _____ (a rail, a pin)
 As clear as _____ (crystal) As quiet as _____ (a mouse)
 As flat as _____ (a pancake) As tall as _____ (a house)
 As round as _____ (a ball) As fizzy as _____ (ginger ale)

(5) A visit To Fairyland

Use any children's book. Leave out sections and have the children fill in with their own ideas.

Once upon a time a little girl was very _____. _____ did not have any _____. One evening as she sat by her window, she saw _____ in the garden. One of the _____ came to her window and _____. Will _____ come with me? We are going to have a _____. She jumped up and ran out to join them. She heard _____ and saw _____. All night long she sang and _____. Her new _____ made her feel very happy.

(6) Provide a new beginning for these sentences

_____ In the front seat of the car.
 _____ at the football game.
 _____ In the winter.
 _____ is very happy.
 _____ in a rowboat.
 _____ in the long grass.
 _____ over the rainbow.
 _____ on the rough sea.
 _____ were good friends.
 _____ over the river.

Fifth Level

1. Analogies

Some of these are more difficult than others. They all depend on a) seeing relationships b) vocabulary power. The real value of the exercise may lie in the fun of discovering the relationships. Students should be given opportunities to explain the relationship which justifies their answer.

Black is to white as give is to take.
 Cow is to beef as pig is to pork.
 Rain is to summer as snow is to winter.
 Santa is to Christmas as ghosts are to Hallowe'en.
 First is to last as beginning is to ending.
 Winter is to summer as cold is to hot.
 Summer is to winter as rain is to snow.
 Up is to down as low is to high.
 Blue is to sky as green is to grass.
 Winter is to snow as summer is to rain.
 Black is to white as over is to under.
 Cold is to cool as hot is to warm.
 Hot is to cold as thick is to thin.
 Tea is to cup as milk is to glass.
 Dog is to bark as cat is to meow.
 8 is to 9 as 6 is to 7.
 3 is to 5 as 7 is to 9.
 Up is to down as over is to under.
 Over is to under as hot is to cold.
 Watch is to wrist as clock is to wall.
 Fruit is to onion as vegetable is to apple.
 Up is to down as right is to left.
 Right is to wrong as low is to high.
 Christmas is to tree as Hallowe'en is to pumpkin.
 Milk is to tea as butter is to bread.
 Tea is to sugar as toast is to jam.
 PM is to afternoon as AM is to morning.
 Canoe is to water as car is to road.
 Canoe is to lake as steamship is to ocean.
 Airplane is to sky as car is to highway.
 Circle is to ring as square is to box.
 Ski is to trail as skate is to rink.
 Ski is to snow as skate is to ice.
 Cook is to stove as sweep is to broom.
 AM is to PM as morning is to afternoon.
 Book is to read as letter is to write.

2. Name two things which are related and have students make up analogies.

e.g. horse, barn; egg, hen;

paper, pencil; sky, blue; sky, clouds

(In other words are there other things that are related in the same way?)

Sixth, Seventh, Eighth Levels

- (1) The most interesting thing that happened in 19__ was _____.
In the year 19__ I hope we will be able to _____.
I wish I could live 19__ all over again because _____.
I shall always remember 19__. It was the year when _____.
In 19__ we will be _____.
- (2) Complete the following sentences to express action
- | | |
|-----------------|------------------|
| Susie _____ | A Ford _____ |
| Lightning _____ | _____ gallop |
| _____ poured | Bugs _____ |
| Rabbits _____ | The kettle _____ |
| _____ rumbled | The door _____ |
- (3) Complete the following sentences by using the correct pronoun*
- Tom stood between Jane and _____.
The cat played around _____.
Send the parcel to _____.
Father called for her and _____.
Bobby went instead of _____.
_____ has missed the train.
Have you read the story about _____.
All the boys have gone except _____.
Jane asked us to call for _____.
Bill and Sue asked us to call for _____.
- (4) Complete by using "good" or "well"
- Timmy doesn't write _____ yet.
Trevor plays the piano _____.
Every morning Tom cleans his teeth _____.
I like my food cooked _____.
Jane doesn't feel very _____.
We sang very _____.
From this seat I can't hear very _____.
Suzie wrote a _____ paragraph.
The lady danced _____.
This is my _____ copy.

(5) Complete the following sentences

The wounded animal _____.
 The long winding road _____.
 Several boys forgot _____.
 The crackling fire smoked _____.
 The rabid fox _____.
 The turtle plodded _____.
 The weary old lady _____.
 In the shade of the tree _____.
 From beneath the dark cloud _____.
 A frantic boy _____.

*Note: Depending on grade level core requirements, teachers
 should not be concerned here with grammar terminology.
 The idea is to elicit an appropriate completion.

Ninth, Tenth Levels(1) Complete the sentences with the correct pronoun

Everyone in the play did his best.
 The girls took _____ turn.
 Each of the boys should control _____ temper.
 Sue and Jill will bring _____ dolls.
 Many a boy has lost _____ way.
 Did Bill and John use _____ shovels?
 Jimmy looked at the piano but did not play _____.
 _____ was proud of his work.
 Tommy and Jane asked us to play with _____.
 Do you want to play with _____?

(2) Complete the following sentences

We shall soon reach the end of the road.
 The boys are lying _____.
 I think they came _____.
 Nothing will help you more than _____.
 We did not buy _____.
 The girls sang _____.
 The postman _____.
 Ben took great pains _____.
 The people in the community appreciated _____.
 A statement often made by teachers is _____.
 The senior class elected _____.
 The heartless boy _____.
 Don't pet a porcupine unless _____.
 This is my promise _____.
 The burst water pipe _____.
 The rapid river rushed _____.
 There lying in the ditch was _____.
 The courageous boy _____.
 A day I will never forget is _____.

- (3) Complete each sentence with an adverb phrase or appropriate ending

The policeman will return from the manhunt.
 The tourist visited the castle _____.
 The lilacs were in bloom _____.
 The canyon was spanned _____.
 Bill works _____.
 A dog jumped _____.
 The mechanic stands _____.
 They saw a wigwam _____.
 The major is discussing _____.
 Rip Van Winkle slept _____.

- (4) Complete the sentences by making suitable comparisons

- (a) The girls stood as still as _____.
 (b) The helicopter descended like a _____.
 (c) The submarine came up like a _____.
 (d) His muscles are strong as _____.
 (e) Her eyes shone like _____.
 (f) The fallen snow covered the earth like a _____.
 (g) The fire spread like _____.
 (h) The sun came up like _____.
 (i) The thief is as bold as _____.
 (j) The day was as cold as _____.

- (5) Complete these sentences with a good action thought

- (a) The lights at Christmas _____.
 (b) A soccer game _____.
 (c) The big yellow sun _____.
 (d) An old tramp _____.
 (e) The mighty river _____.
 (f) A flock of ducks _____.
 (g) The stately ships _____.
 (h) The great salmon _____.
 (i) A little girl _____.
 (j) The red sportscar _____.

- (6) Complete the following sentences in such a way as to answer the question in brackets.

- (a) They read the newspaper _____ (when)
 (b) The birds built their nests _____ (where)
 (c) He stacked the hay _____ (where)
 (d) The jet crossed the ocean _____ (how)
 (e) An old soldier fought _____ (how)
 (f) The deer was chased _____ (when)
 (g) The box was opened _____ (how)
 (h) Boys came _____ (where)
 (i) The man watched _____ (what)
 (j) A parcel came _____ (how)

(7) Write your newspaper headline.

- (a) City snow removal crew _____.
- (b) Dominion begins _____.
- (c) School exams may _____.
- (d) Stalled motorist _____.
- (e) Women advised _____.
- (f) Mayor vows _____.
- (g) Government to try _____.
- (h) Prime Minister orders _____.
- (i) Government to consider _____.
- (j) Jail break causes _____.

(8) Complete the following sentences beginning with a conjunction as shown.

- (a) The yard was cleaned by both father and me.
- (b) The summer was short but bright.
- (c) He built his house with brick (and) _____.
- (d) Father said you may not have both, only pie (or) _____.
- (e) I'm not sure if those are cows (or) _____.
- (f) She sailed her boat on the rivers (or) _____.
- (g) The men carried the canoe which was long (and) _____.
- (h) He mingled with his friends (and) _____.
- (i) The soldiers fought on steadily because they were weary (but) _____.
- (j) The people who live here are poor (but) _____.

(9) Use the correct pronoun to complete the following sentences.

- (a) She is older than _____.
- (b) He said you and _____ might go.
- (c) Tom works faster than _____.
- (d) We waited for _____.
- (e) Bill and Jim asked us to meet _____.
- (f) Father and mother said _____ would come.
- (g) Will you please come with _____.
- (h) Is this seat good enough for _____?
- (i) The policeman could not see _____.
- (j) She and _____ went together.

(10) Complete these sentences to ask a question.

- (a) Shall we be _____?
- (b) How many miles _____?
- (c) Did you hear _____?
- (d) Does the old man _____?
- (e) Where did you _____?
- (f) Did the ice skater _____?
- (g) Have you finished _____?
- (h) When are you _____?
- (i) Why did he _____?
- (j) Are you frightened _____?

(11) Complete the following sentences to describe the action.

- (a) The cat lay _____.
- (b) The children danced _____.
- (c) The Montreal train arrived _____.
- (d) Pretty flowers grew _____.
- (e) Bare branches quivered _____.
- (f) The candle glowed _____.
- (g) The sun shone, _____.
- (h) The ball crashed _____.
- (i) The little boy found _____.
- (j) The horses galloped _____.

(12) Record covers must attract buyers. Complete these sentences to make them appeal to teenagers.

- (a) Sunny days
- (b) Come fly
- (c) The stars
- (d) Come morning
- (e) You can hear
- (f) Songs to
- (g) Can you
- (h) Best of the
- (i) An evening

(13) Give an autobiography of yourself by completing sentences.

- (a) My name is
- (b) I live at
- (c) My favourite sport is
- (d) My favourite food is
- (e) My ambition is
- (f) My main interest in life is
- (g) The thing I'd like to change about school is
- (h) The thing I like best about school is
- (i) Most of all I want
- (j) Then I

GRAMMATIC CLOSURE5.4 NEGATIONFirst Level

The girl is happy.
The girl is _____ happy.

The wagon is big.
The wagon is _____ big.

The boy is walking.
The boy is _____ walking.

The dog is spotted.
The dog is _____ spotted.

The candle is lit.
The candle is _____ lit.

The book is open.
The book is _____ open.

The pencil is sharpened.
The pencil is _____ sharpened.

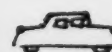
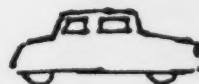
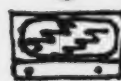
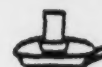
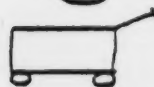
The glass is full.
The glass is _____ full.

The hair is long.
The hair is _____ long.

The pear is little.
The pear is _____ little.

The T.V. is broken.
The T.V. is _____ broken.

The boat is sailing.
The boat is _____ sailing.



The sock is old.
The sock is _____ old.

The car is big.
The car is _____ big.

The ball is little.
The ball is _____ little.

The cup is white.
The cup is _____ white.

The surprise is gold.
The surprise is _____ gold.

The hat is brown.
The hat is _____ brown.

The mitten is blue.
The mitten is _____ blue.

The flower is yellow.
The flower is _____ yellow.

The leaf is green.
The leaf is _____ green.

Jill is a girl.
Tom is _____ a girl.

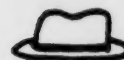
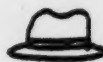
Toby is a horse.
Teddy is _____ horse.

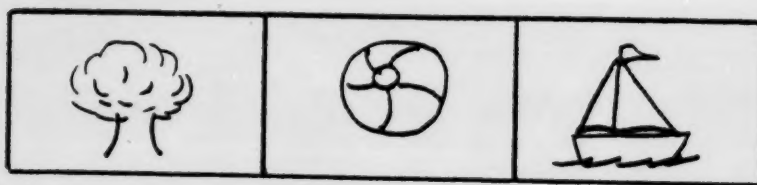
Lassie is a dog.
Susie is a cat.
She is _____ a dog.

Billy is a boy.
Judy is _____ a boy.

Jack and Jill are children
Tom and Jerry are mice.
They are _____ children.

The boys are sad.
The boys are _____ sad.



Second Level

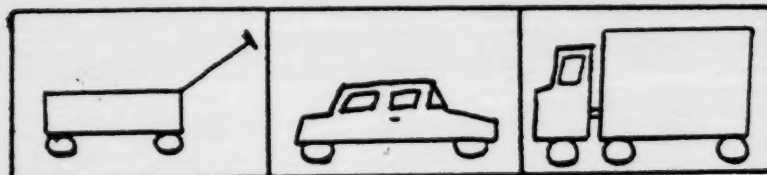
Put an X on the picture that is neither tree nor ball.



Put and X on the picture that is neither table nor lamp.



Put an X on the picture that is neither shoe nor sock.



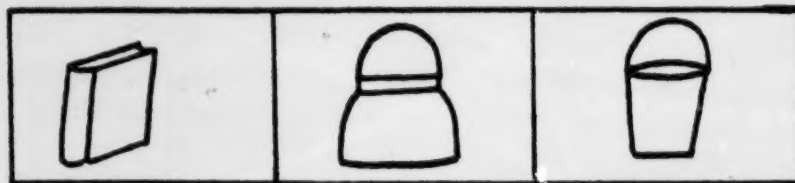
Put an X on the picture that is neither wagon nor truck.



Put an X on the picture that is neither fruit nor vegetable.

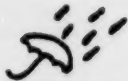
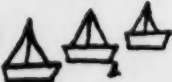
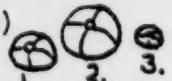


Put an X on the picture that is neither animal nor flower.



Put an X on the picture that is neither purse nor pail.

Third Level

- (1)  Jumbo is neither a cat _____ dog.
- (2)  The hat is neither big _____ little.
- (3)  Jill is neither a boy _____ a man.
- (4)  The chair is neither hard _____ soft.
- (5)  The rain is neither cold _____ hot.
- (6)  The cake is neither whole _____ finished.
- (7)  The man is neither old _____ young.
- (8)  The water is neither hot _____ cold.
- (9)  The blue boat is neither near _____ far.
- (10)  Ball number one is neither large _____ small.

GRAMMATIC CLOSURE:5.5 COMPLETION OF STORIESFirst Level

Have the children complete familiar nursery rhymes such as _____.

- (a) Mary had a little lamb,
It's fleece was white as snow
And everywhere that Mary went
- _____.

- (b) Little Boy Blue come blow your horn,
The sheep's in the meadow
- _____.

- (c) Jack be nimble
Jack be quick
- _____.

Tell familiar fairy tales such as
Cinderella
The Three Bears, etc., and let the children finish the story.

Second LevelRiddles:

I am an animal in the zoo.
I am large. I have four legs.
I have orange and black stripes on my coat.
I am a _____.

I wear a uniform
I bring you letters
I am a _____.

I eat hay and grass.
I say moo, moo.
I give milk to make
Butter and cheese for you.
I am a _____.

I help you cross the street
If you are lost I'll help you
I direct traffic and catch robbers.
I am a _____.

I drive a red truck
 I put out fires.
 I am a _____.

Have pictures of various vehicles - i.e., bus, ambulance, tow truck, moving van, fire truck, etc.

My car has broken down. I need someone to help me. What kind of truck shall I call?

I am sick. I have to go to the hospital. What will take me there?

I have no car. I want to visit my friend on the other side of the city. What will take me there?

We are moving to a new house. What kind of truck do we need?

Third Level

Tell a short (4-5 sentences) story to the children, then re-tell it omitting the last sentence. Ask a child to finish the story. As a variation you might ask the children to supply different endings. You may ask a child to tell the beginning of the story and have another finish the story.

John went for a walk. He slipped and fell in a puddle. He had to go back home to change his clothes.

Nancy took her dog for a walk. He chased the neighbour's cat up a tree. He stood at the bottom of the tree and barked and barked.

Mother sent Bobby to the store for some milk. On the way home he dropped the milk. It spilled all over the sidewalk. Bobby was afraid to go home.

Two little squirrels lived in a tree. They liked to frisk around the tree, gather nuts and play tag.

A little girl was roller skating. She fell down and hurt her knee. She went home and her mother put a bandage on it.

Fourth Level

Tell a story such as the following -

We are lost. It is pouring rain. It is beginning to get dark. Trees and bushes crowd around us. We are soaking wet and there is no house in sight.

- (a) Ask children to supply a beginning for the story orally (What happened?).
- (b) Ask children to supply an ending - what will happen?

Other examples:

You have been having fun playing ball. Suddenly the ball goes through Mr. Smith's front window.

You were sound asleep when suddenly you were awakened by a loud banging on the door.

Fifth Level

1. Teacher begins a story
e.g. "When the lion escaped from the zoo, the city was in an uproar". Have each child add a sentence or more to finish the story.
2. A variation of "Gossip". Send several children out of the room. Tell a short story or joke to the rest of the class, and then have one of the children return. Have a child who heard the story repeat it to the newcomer. This child will then repeat it to another of the children from the hall. The process is repeated. The first child tells the story to the whole class. Re-read the original story and see how the story has changed.
3. Sometimes we see things happen, yet never hear any conversation. Suppose you saw the following from a window -

A boy rushed up to a house and pounded on the front door. A woman came to the door. They talked for a minute then they both went in the house leaving the door open. The boy went to the telephone and dialed a number. (Dramatize. Mime)

What do you think was happening?

Sixth, Seventh Levels

1. Divide the class into teams of five persons each. Say -
"You are no longer at _____ School, you have just entered a time machine and have gone backwards into the past. Some of you have gone forward into the future. You are all present at an interesting event in history, past or future. Describe things that you might hear, smell, touch or taste as well as see at that event. When we have heard all the ideas your team imagines, the rest of us will try to guess the event".
Use events that are known to the children through social studies, science and literature, such as,
 - a) Completion of the trans-Canada railway
 - b) The first manned spaceship lands on Mars
 - c) Henry Hudson was put off his boat in Hudson's Bay.
 - d) A covered city is erected in the Arctic

2. Find a copy of a well known story. Cut it up into numbered sections which leave off at some exciting point. Give the second half of each section to a member of the group. Read the first part of each section while the pupils listen. Then say "Who has the card that tells what happens next?" Complete the story in this way. Discarded readers may be a source for such stories.
3. Newspaper. Headlines and stories.

GRAMMATIC CLOSURE:

5.6 OPPOSITES

First Level

Reminder:

These are Oral exercises.

up - down	behind - in front of
in - out	before - after
on - off	

a) Listen and follow directions

1. Stand up. Sit _____.
2. Turn the light on. Turn the light _____.
3. Put the ball in the box. Take the ball _____ of the box.
4. Put the bunny behind the kitten. Put the puppy _____ the lamb.
5. Mary came before Tommy. Tommy _____ Mary.

Second Level

old - new	hot - cold	large - small
young - old	good - bad	big - little
dark - light	happy - sad	sick - well
high - low	clean - dirty	night - day
long - short	fast - slow	over - under
sweet - sour	tall - short	to - from

a) Complete the sentences.

1. If it is short, it is not _____.
2. If it is hot, it is not _____.
3. If it is sweet, it is not _____.
4. If it is dirty, it is not _____.
5. If it is new, it is not _____.
6. If it is dark, it is not _____.
7. If it is bad, it is not _____.
8. If it is fast, it is not _____.
9. If it is large, it is not _____.
10. If it is little, it is not _____.

b) Divide the class into two and have a contest with the children on one side giving words and the other side naming the opposites.

c) Complete the sentences.

1. Before he splashed in the puddle he was clean, but after he splashed in the puddle he was _____.
2. Before sunrise it is dark, but after sunrise it is _____.
3. Before I received a letter from Santa Claus, I sent a letter _____ him.
4. Before he became sick, he was _____.
5. Before his dog ran away he was happy, but now he is _____.
6. After she put sugar in the lemonade it was sweet, but before she put sugar in the lemonade it was _____.
7. After John grew he was big, but before he grew he was _____.
8. Before she boiled the water it was cold, but after she boiled the water it was _____.
9. After I cut the rope it was short, but before I cut the rope it was _____.

Third Level

yes - no	push - pull	short - tall
white - black	boy - girl	round - square
fat - skinny	hands - feet	hello - goodbye
stop - start (go)	narrow - wide	come - go
right - left	same - different	coming - going
hard - soft	rough - smooth	came - went
heavy - light	first - last	catch - throw
inside - outside	quiet - noisy	catching - throwing
man - woman	dry - wet	caught - threw
lost - won	laugh - cry	asleep - awake
wrong - right	full - empty	thin - thick
top - bottom	find - lose	early - late
weak - strong	found - lost	earlier - later
loud - soft	back - front	ugly - pretty (beautiful)
open - close	loud - soft	

a) Follow directions and say the opposite.

1. Close your eyes. _____ your eyes.
2. Pull your bicycle. _____ your bicycle.
3. Throw a baseball. _____ a baseball
4. Say, "Yes". Say "_____".
5. Start the car. _____ the car.
6. Turn right. Turn _____.
7. Be quiet. Be _____.
8. Laugh. _____.
9. Say, "Hello". Say, "_____".
10. Come here. _____ there.

b) Give the opposite meaning to the second sentence.

1. I am a fat puppy. I am a _____ puppy.
2. That is an empty glass. That is a _____ glass.
3. She is a pretty girl. She is an _____ girl.
4. This is my right hand. This is my _____ hand.
5. This is a soft pillow. This is a _____ pillow.
6. It is a heavy stone. It is a _____ stone.
7. He is inside the house. He is _____ the house.
8. He is a man. She is a _____.
9. They lost their game. They _____ their game.
10. That answer is wrong. That answer is _____.
11. The picture is at the top of the page. The picture is at the _____ of the page.
12. That boy is weak. That boy is _____.
13. The music was loud. The music was _____.
14. She is a girl. He is a _____.
15. That street is narrow. That street is _____.
16. He went first. He went _____.
17. That plate is dry. That plate is _____.
18. This bottle is full. This bottle is _____.
19. She found her doll. She _____ her doll.
20. They are asleep. They are _____.

Fourth Level

poor - wealthy(rich)	freeze - thaw(melt)	opening - closing
softly - loudly	frozen - thawed(melted)	true - false
quietly - noisily	dull - bright(shiny)	solid - liquid
around - through	stay - leave	cheap - expensive
doctor - patient	clerk - customer	upstairs - downstairs
lawyer - client	begin - end	male - female
spring - fall	foolish - wise	brother - sister
summer - winter	warm - cold	man - woman
north - south	succeed(pass)- fail	husband - wife
east - west	tired - rested	aunt - uncle
midnight - noon	familiar - strange	daughter - son
morning - evening	tight - loose	niece - nephew
always - never	forward - backward	grandson - grand-daughter
straight - crooked (wiggly)	toes - fingers	host - hostess
entrance - exit	hands - feet	mother - father
quickly - slowly	nothing - everything	waiter - waitress
	nothing - something	

a) Divide the class into two teams. Give the first child on one team a word and encourage the child to tell the opposite meaning and then make up a sentence using both words.

b) Say, "I am thinking about a word that means the opposite of nothing. The word is _____." Repeat for other opposites.

c) Complete the following analogies.

1. Uncle is to man, as aunt is to _____.
2. Boy is to nephew, as girl is to _____.
3. East is to West, as North is to _____.
4. Grandson is to Grandfather, as Granddaughter is to _____.
5. Awake is to asleep, as light is to _____.
6. Son is to daughter, as brother is to _____.
7. Doctor is to patient, as lawyer is to _____.
8. Summer is to winter, as hot is to _____.
9. Fingers are to toes, as hands are to _____.
10. End is to finish, as stop is to _____.
11. Clerk is to customer, as waitress is to _____.
12. Expensive is to cheap, as wealthy is to _____.

d) Give the opposite.

1. You look quite rested. You look quite _____.
2. Her ways were familiar to them. Her ways were _____ to them.
3. He is quite poor. He is quite _____.
4. Susan was sure she would fail the exam. Susan was sure she would _____ the exam.
5. That is a foolish thing to do. That is a _____ thing to do.
6. My belt is tight. My belt is _____.
7. He walked upstairs. He walked _____.
8. They ran quickly. They ran _____.
9. He walked in the entrance. He walked out the _____.
10. That is a crooked line. That is a _____ line.

Fifth, Sixth Levels

beneath - above
 odd - even
 upside down -
 right side up
 stale - fresh
 more - less
 all - none
 float - sink
 smile - frown
 warm - cool

best - worst
 whole - part
 liquid - solid
 near - far
 plain - fancy
 wild - tame
 save - waste
 swift - slow
 cloudy - clear

shout - whisper
 enemy - friend
 public - private

country - city
 refrigerator - oven
 angry - pleased
 fearful - fearless
 careful - careless
 outdoors - indoors

a) Think of antonyms (opposites) for these.

1. The antonym of friend is _____.
2. The antonym of beneath is _____.
3. The antonym of whisper is _____.
4. The antonym of private is _____.
5. The antonym of careful is _____.
6. The antonym of fearless is _____.
7. The antonym of swift is _____.
8. The antonym of near is _____.
9. The antonym of part is _____.
10. The antonym of all is _____.
11. The antonym of more is _____.
12. The antonym of frown is _____.

b) Tell if the following are antonyms or synonyms.

1. Rough and smooth are _____. (a)
2. Finish and end are _____. (s)
3. Even and odd are _____. (a)
4. Shiver and shake are _____. (s)
5. Angry and pleased are _____. (a)
6. Striped and solid are _____. (a)
7. Wealthy and rich are _____. (s)
8. Warm and cool are _____. (a)
9. Shiny and glossy are _____. (s)
10. Near and far are _____. (a)
11. Save and waste are _____. (a)
12. Lucky and fortunate are _____. (s)

c) Change the word to one that is its opposite.

1. That is his best work. That is his _____ work.
2. They like living in their high-rise apartment in the country. They like living in their high-rise apartment in the _____.
3. The pineapple-upside-down cake landed right side up on the plate. The pineapple-upside-down cake landed _____ on the plate.
4. She warms food in the oven. She cools food in the _____.
5. Some children like to play outdoors. Other children like to play _____.
6. Don't shout. Just _____.
7. Today is a cloudy day. Yesterday was a _____ day.
8. A fox is a wild animal. A dog is a _____ animal.
9. Her dress was very plain. Her dress was very _____.
10. That is stale bread. That is _____ bread.
11. That is an even number. That is an _____ number.
12. That toy can float on water. That toy can _____ in water.

REMINDER: These are oral exercises.

GRAMMATIC CLOSURE:

5.7 Singulars & Plurals

First Level

Name common concrete objects in the classroom, such as:

pencil - pencils
book - books
table - tables
light - lights
picture - pictures
paper - papers
crayon - crayons
game - games

boy - boys
girl - girls
desk - desks
chair - chairs
window - windows
wall - walls
shoe - shoes
coat - coats

a) Complete the following.

1. one table - two _____
2. one light - four _____
3. one picture - three _____
4. one crayon - eight _____
5. a game - some _____
6. a pencil - some _____
7. a book - many _____
8. one paper - many _____

b) Count the number of objects and complete the sentences.

1. I can count one boy. I can count _____ boys.
2. I counted one girl. I counted _____ girls.
3. He counts one desk. He counts _____ desks.
4. She is counting one chair. She is counting _____ chairs.
5. There is one window. There are _____ windows.
6. There is one wall. There are _____ walls.
7. Here is one shoe. Here are _____ shoes.
8. Here is one coat. Here are _____ coats.

Second Level

t - ts

bat - bats
 cat - cats
 hat - hats
 mat - mats
 rat - rats
 carrot - carrots
 parrot - parrots
 cart - carts
 part - parts
 tart - tarts
 wart - warts
 raft - rafts
 ant - ants
 aunt - aunts
 plant - plants
 rabbit - rabbits
 habit - habits
 astronaut - astronauts
 elephant - elephants
 tent - tents
 cent - cents
 jet - jets
 pet - pets
 bet - bets
 net - nets
 beet - beets
 seat - seats

kit - kits
 pit - pits
 bit - bits
 light - lights
 fight - fights
 night - nights
 tight - tights
 right - rights
 boat - boats
 coat - coats
 goat - goats
 rocket - rockets
 locket - lockets
 pocket - pockets
 socket - sockets
 cot - cots
 dot - dots
 pot - pots
 knot - knots
 tot - tots
 lot - lots
 nut - nuts
 cut - cuts
 mutt - mutts
 rut - ruts
 runt - runs
 bunt - bunts

st - sts

nest - nests
 crest - crests
 chest - chests
 guest - guests
 breast - breasts
 vest - vests
 rest - rests
 host - hosts
 ghost - ghosts

toast - toasts
 coast - coasts
 roast - roasts
 waist - waists
 mast - masts
 blast - blasts
 cast - casts
 past - pasts
 gust - gusts

k - ks

back - backs
 crack - cracks
 sack - sacks
 track - tracks
 pack - packs
 bark - barks
 mark - marks
 pick - picks
 kick - kicks
 nick - nicks
 lick - licks
 stick - sticks
 brick - bricks
 neck - necks
 wreck - wrecks
 deck - decks
 book - books

cook - cooks
 crook - crooks
 hook - hooks
 nook - nooks
 fork - forks
 clock - clocks
 block - blocks
 rock - rocks
 knocks - knocks
 sock - socks
 duck - ducks
 buck - bucks
 truck - trucks
 puck - pucks
 bunk - bunks
 skunk - skunks
 trunk - trunks

sk - sks

mask - masks
 task - tasks
 desk - desks
 risk - risks

p - ps

cap - caps
 map - maps
 lap - laps
 gap - gaps
 tap - taps
 lamp - lamps
 camp - camps
 tramp - tramps
 jeep - jeeps

lip - lips
 mop - mops
 top - tops
 lollipop - lollipops
 pup - pups
 cup - cups
 pump - pumps
 bump - bumps

f - fs

bluff - bluffs
 buff - buffs
 cuff - cuffs
 puff - puffs

muff - muffs
 stuff - stuffs
 cliff - cliffs
 tiff - tiffs

(a) Complete the second sentence by using the plural of the word(s) underlined in the first sentence.

1. The boy sailed his boat in the water.
The boy sailed his _____ in the water.
2. They saw an elephant at the zoo.
They saw _____ at the zoo.
3. He paid one cent for the candy.
He paid five _____ for the candy.
4. She has a light in her room.
She has a few _____ in her room.
5. I saw a goat at the farm.
I saw several _____ at the farm.
6. She put the loket in her pocket.
She put the _____ in her _____.
7. The rabbit ate the carrot.
The _____ ate the _____.
8. Did you see the astronaut in the rocket ?
Did you see the _____ in the _____ ?
9. The duck is sitting on the rock.
The _____ are sitting on the _____.
10. The truck made a track in the mud.
The _____ made some _____ in the mud.
11. He finished reading his book last night.
He finished reading his _____ last night.
12. She put a mark on the block.
She put _____ on the _____.
13. They found their mask on the desk.
They found their _____ on the _____.
14. Turn on the lamp in the living room.
Turn on the _____ in the living room.
15. Did you iron the cuff on his shirt?
Did you iron the _____ on his _____ ?
16. That boy has a funny laugh.
Those boys have funny _____.
17. He drove the jeep over a bump.
They drove the _____ over some _____.
18. He sat the pup on his lap.
They sat the _____ on their _____.

THIRD LEVEL

IRREGULAR PLURALS

man - men

woman - women

gentleman - gentlemen

child - children

tooth - teeth

knife - knives

wife - wives

calf - calves

wolf - wolves

leaf - leaves

elk - elk

octopus - octopi

moose - moose

deer - deer

mother-in-law -

mothers-in-law

foot - feet

mouse - mice

goose - geese

fish - fish

sheep - sheep

die - dice

cactus - cacti

ox - oxen

roof - rooves (or roofs)

this - these

loaf - loaves

elf - elves

life - lives

half - halves

shelf - shelves

scarf - scarves

sheaf - sheaves

wharf - wharves

thief - thieves

that - those

brother-in-law -

brothers-in-law

Attorney-General -

Attorneys-General

Governor-General -

Governors-General

a) Complete the following with the appropriate singular or plural form for the underlined words.

1. Only one child can ride on one bicycle but many _____ can ride on a ferris wheel.
2. We went to the fire station to see some firemen, but we only saw one fire _____.
3. The mother mouse has seven baby _____.
4. There was one goose on shore, but there were eleven _____ in the water.
5. One calf died, but two _____ lived.
6. The lady rolled two dice, but the man only rolled one _____.
7. There are twelve inches in one foot, and twenty-four inches in two _____.
8. Yesterday she bought one loaf of bread, but today she bought two _____ of bread.
9. Johnny lost another tooth, so now he only has eighteen _____.
10. One leaf fell on the tree trunk, but the other _____ fell on the ground.

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